



Street Lane Primary School

Special Educational Needs and Disabilities Policy

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## Our School Vision Statement

“Each and every child is special to us. Throughout their learning journey we aim to develop self-belief, confidence and independence in a culture of mutual respect. We want our children to be the best that they can be”.

### 1. Background Information

#### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Derbyshire’s SEND Local Offer website:

<http://localoffer.derbyshire.gov.uk/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### 2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)

### 3. Mission Statement

*Street Lane Primary School allows everyone to participate by:*

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

*Street Lane Primary School encourages everyone to excel by:*

- Striving for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Striving to be a centre for truly excellent teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

*Street Lane Primary enables everyone to be proud of their achievements by:*

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

#### 4. Special Educational Needs and Disability School Information

The Head teacher (Mrs Natasha Austin-Cooke) has overall responsibility for Special Educational Needs and Disability in Street Lane Primary School. The designated teacher responsible for coordinating SEND provision is Miss Amy Bestwick. She can be contacted at school via the office e-mail ([info@streetlane.derbyshire.sch.uk](mailto:info@streetlane.derbyshire.sch.uk)) or by phone (01773 742717).

The governor with oversight of the arrangements for SEN and Disability is Mrs Angela Ward.

Our policy has been developed by the SENCo using Local Authority guidance and in consultation with staff and governors.

#### 5. Aims and Objectives – ‘Every Teacher is a Teacher of SEN’

Street Lane Primary School is an inclusive school. We aim to inspire all children to achieve their potential in a happy, safe and challenging environment. All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The aims of the school in making provision for pupils with SEND are as follows:

- to identify students with special educational needs and disabilities as early as possible and ensure that all their needs are met
- to encourage children to express their views about how they want to be supported
- to encourage regular and effective communication between parents and school
- to ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- to ensure that pupils with special educational needs and disabilities can join in the activities of the school including creating a learning environment that meets the needs of children with SEND.
- to encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem
- to involve outside agencies when appropriate
- to ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

The objectives of the school in making provision for pupils with SEND are as follows:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Care Team and curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information (annually) on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.
- **Work within Derbyshire SEN Partnership** to provide the most appropriate support for children with challenging behaviour

#### 6. Roles and Responsibilities

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Street Lane Primary School's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND policy.

The role of the SENCo at Street Lane Primary School is to oversee the day to day operation of the SEN policy and to coordinate provision for children with SEN. She can advise on strategies for supporting SEND pupils and is a point of contact for external agencies.

## 7. Arrangements for Co-ordinating SEN Provision

The Head Teacher holds details of all SEN Support records such as provision maps, review meeting minutes and subject targets for individual pupils. These are kept in the Head Teacher's office in the locked filing cabinet.

### **All staff can access:**

- The SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and outcomes from Pupil Progress Meetings.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on whole school tracking on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Derbyshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 8. Admissions

Street Lane Primary School uses national legislation, including the Equality Act 2010 and local admission guidance for school admission arrangements. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, Street Lane Primary School makes reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Street Lane Primary School liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority's website. A link to this can be found on the school's website.

Derbyshire County Council's admissions arrangements apply.

## 9. Identifying Special Educational Needs

The SEND Code of Practice: 0 to 25 Years (July 2014) identifies SEN under four broad areas of need (sections 6.28 to 6.35):

- communication and interaction
- cognition and learning
- social emotional and mental health difficulties
- sensory and/or physical needs

Many children have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child and their situation at the earliest opportunity to make an accurate assessment of their needs.

Within school we closely monitor children's progress through observations of their day to day learning, termly assessments and pupil progress meetings. If they are not making the expected progress, we use a variety of assessments, observations and checklists to identify whether or not they may have special educational needs and what these needs may be. Concerns may also be raised by parents.

Reasons for adding a child to the SEN register may include the fact that he/she is;

- making progress that is significantly slower than their peers starting from the same baseline
- failing to match or better their previous rate of progress
- failing to close the attainment gap between themselves and their peers
- attainment gap widening

Learning needs are managed either by using school support (not yet on the school's SEN register), School Support + (on the register receiving group interventions), SEN support (On the SEN register receiving individualised learning interventions) or by having an Education, Health and Care Plan (EHC Plan).

## 10. The Graduated Response

High quality teaching, differentiated for individual children is the first step in responding to pupils who have or may have learning needs. At Street Lane Primary School, we have a graduated response to supporting children with additional needs. Parents/carers will be involved at all stages of the process.

Where concerns are raised about a child's progress, a provision map will be set up to show the targeted support that is taking place both within the classroom and any specific interventions that are taking place. This will be shared with parents/carers at the termly consultation meeting.

If a child does not make progress despite the additional support that has been put in place, they may be placed on the SEN register at SEN support. An IEP will be drawn up in consultation with the child, parents/carers and the class teacher.

### **Quality First Teaching ' The Baseline of Learning for all Pupils'**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Care Team will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil Progress Meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **School Support / School Support +**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the School's SEN list. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This method is detailed in the SEND Code of Practice: 0 to 25 Years (July 2014) sections 6.45 to 6.56.

**Assess:** Children's progress is continually monitored and reviewed by the class teacher and if necessary the SENCO. Any additional information, observations/assessments from outside agencies will be considered. The children will be involved at this stage in putting together One Page Profiles which show how they like to be supported in the classroom.

**Plan:** The information gathered during the 'Assess' process will enable us to look carefully at the type of support each child will need. The appropriate provision will be put in place to enable a child to progress and this will be recorded on a provision map. At the termly consultation, the provision map will be looked at and targets will be set. These targets will be broken down into small steps to ensure that they feel that they are making progress alongside their peers. These will be recorded on an Individual Educational Plan (IEP). Copies of both the provision map and the IEP will be sent home so that parents/carers know what we are working on in school and can support this work at home.

**Do:** We use a range of different strategies to help children to achieve their targets. Additional support such as in-class support, small group or 1:1 teaching may be given. Resources such as visual prompts or ICT may also be used.

**Review:** Children's progress will be reviewed at the next consultation meeting or sooner if necessary. We will look at the progress that has been made. It will then be decided if the child needs to stay on the SEN register and continue the support; whether support needs to be intensified or whether the child can be removed from the SEN register.

### **11. Referral for an Education, Health Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school. This can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statutory assessment will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Care Team
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org) or

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/sen\\_disability\\_reforms/local\\_offer/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/sen_disability_reforms/local_offer/default.asp)

or by speaking to an Education, Health and Care Plan Co-ordinator on: **01629 535793** or by contacting the Derbyshire Information and Advice Service on: 01629 533668 (previously Parent Partnership).

#### 12. Receiving an Education, Health and Care Plans[EHCPlan]

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### 13. Coming off the SEN Register

A child will be removed from the SEN register if it is deemed that they have made sufficient progress over a period of time, are able to access the curriculum successfully and are making progress in alignment with their peers. All children will be monitored and their progress tracked so that staff will be alerted to potential learning difficulties. For some children it is possible that they will dip in and out of additional support throughout their school experience.

Parents/carers will be consulted at each stage if support is provided or if it is due to cease. A child with an Education, Health and Care Plan will follow the statutory guidance for ceasing an EHC plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education as specified in the EHC Plan.

#### 14. Monitoring and Evaluation of Special Educational Needs and Disability

The provision of Special Educational Needs is monitored by the SENCo in liaison with the Head teacher. Pupil progress meetings are held each term to discuss the progress made by each child and to determine the impact of any interventions or additional support. From whole school pupil progress meetings intervention groups are identified and planned accordingly for. Termly meetings are held with the named governor for SEND to discuss the progress made by SEND pupils. Meetings are also held with the parents/carers of SEND pupils and questionnaires are used to gather their views. The SENCo reports to the governors about progress of the SEND action plan.

#### 15. Storing and Managing Information

All data including data stored electronically is subject to Data Protection law and be held as detailed in the School's data policy. All paper records will be held in line with the school's policy on security of information.

#### 16. Supporting Children with Medical Conditions

Street Lane Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Street Lane Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

#### 17. Transition Arrangements

Street Lane Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

When a child starts with us, we invite them to spend some time in school with their new class teacher so that they can become familiar with the school environment. There is also a chance for parents/carers to come in and meet with both the class teacher and the head teacher. If other professionals are involved with children, there may be a multi-agency meeting held, so that key information and good practice can be shared.

We recognise that moving onto the next class can be difficult for a child with SEND especially as they may have spent 2/3 years with their class teacher. We therefore provide additional opportunities for them to visit their new class, find out about key routines and get to know their new teacher.

When a child moves to another school, we will make sure any key information and records are passed on as soon as possible. During Year 6, we work hard to ensure transition to a new school is as seamless as possible. There will be a number of opportunities for children to visit their new school and staff from the secondary school may also come into our school to visit.

We can provide additional visits with a Teaching Assistant if necessary. The SENCO or class teacher will meet the SENCO of the secondary school to ensure that they are aware of children's needs.

If a child has a statement or an Education, Health and Care Plan, the annual review meeting will be held in the Autumn Term to ensure that the appropriate arrangements are in place for transition to secondary school.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

#### 18. Training and Resources

We aim to keep all of Street Lane Primary School's staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students within the school.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school budget, received from Derbyshire Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

Using all this information they decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

All our teachers have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is delivered by the SENCo or by outside agencies.

Recent training includes:

- Autism awareness
- Meeting children's sensory needs
- Dyslexia Friendly Classrooms
- Elkan
- First Aid

The SENCo attends training as needed as well as regularly attending Local Authority inclusion briefings. The SENCOs of the schools in the Derbyshire area meet twice a term to discuss new initiatives and ways in which they can work together to develop good practice. At these meetings moderation of children with SEN work are moderated.

#### 19. Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and Head Teacher who will then inform the child's parents. Any relevant information

regarding pupils with SEN is discussed with the Head teacher, SENCo and if necessary filtered to teaching staff using a variety of means.

Examples of outside agencies we regularly work with include:

- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services e.g. Autism
- Educational Psychologist

#### 20. Working in Partnership with Parents

Street Lane Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

This occurs through regular home school contact, parents' evenings and other meetings, as required.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

#### 21. Links with Other Schools

Street Lane Primary School works closely with cluster schools. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise. As a minimum, the cluster meetings take place once a half term.

#### 22. Accessibility and Facilities for those with Special Educational Needs or Disabilities

Street Lane Primary School publishes its Accessibility Plan on the school website. It can also be viewed by parents in the school office. Further information about our school's accessibility can be found on the Local Authority's Local Offer website; a link to this can be found on the school's website. This plan is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – May 2014'. We comply with the requirement to support children with disability as defined by the Act. The school has a range of specialist SEND facilities in place such as assistance during tests as needed.

#### 23. SEN Information

Street Lane Primary School complies with the statutory requirements to publish SEN information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We present our SEN information in three ways:

1. through the Information Report which is published on the school website.
2. by following the link from the school website to the Local Authority's Local Offer website. The local offer website holds a directory on facilities and resources available from many services within Derbyshire.
3. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

#### 24. Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak to the SENCo or Head teacher.

A copy of Street Lane Primary School's complaint policy can be requested from the office or found on the school website.

#### 25. Reviewing the SEND Policy

This policy will be reviewed annually and updated alongside the Local Offer and the SEN Information Report.

#### 26. Links to Other Related Policies

This policy has links to the following:

Supporting Children at School with Medical Conditions

Accessibility Plan

Equality/Equality Information and Objectives

Safeguarding

Anti-Bullying

Data protection

Complaints

Behaviour Policy and Code

All of which can be found in the school office or on the school's website.