

	Special Educational Needs & Disabilities Policy
Person(s) Responsible:	
Approval:	Governing Body
Head Teacher:	Gary Edmunds
Policy Originator:	Clare McGrath
Date Approved:	September 2018
Date Reviewed:	September 2020
Date for Review:	September 2021

Read in conjunction with: Assessment Policy, Referrals and Admissions Policy

This policy was developed in consultation with staff and pays due regard to:

- The SEND Code of Practice: 0 to 25 years, 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

1.0 Special Educational Needs and Disability (SEND) Policy

1.1 Spring Hill High School is an Independent Special School for male and female pupils between the age of 11 -19. It is a specialist provision for pupils with social emotional and mental health difficulties (SEMH), previously known as behavioural emotional and social difficulties (BESD). The school is registered to have 50 pupils on roll and is open to pupils of all religions and cultures. The main entry to the school is based on local authority referrals.

1.2 This policy aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo will work closely with staff to ensure that this policy is working effectively.

1.3 We offer high quality teaching that is differentiated to meet the needs of all pupils. At Spring Hill High School we will endeavour to ensure that provision is made for those who need it. We will ensure that all staff in the school are able to identify and provide for those pupils with special educational needs or disabilities to allow them to join in the activities of the school. The staff at Spring Hill High School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school

community and are able to make successful transfers between educational establishments.

1.4 This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents, carers, social workers, pupils, children’s services, educational psychologists and all other agencies.

2.0 Aims

2.1 To provide the structure for a pupil-centred process that engages pupil, family, carer(s), school and other professionals in planning for and implementing high quality provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential, preparing them for adulthood and promoting their well-being.

In line with the Equality Act 2010 we will not discriminate against pupils based on special educational needs and/or disability in respect of admissions for a reason relating to their need or disability, as we are a specialist provision working in many areas of SEND.

3.0 Objectives

3.1 The SEND Policy of Spring Hill High School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.
- To enable pupils with special educational needs to have their needs met.
- To take into account the views of the pupils with special educational needs.
- To encourage good communication and genuine partnerships with parents and/or carers of pupils with special educational needs, ensuring that regular meetings are held with parents and/or carers to keep them fully informed of their child’s progress.
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum and Post-16 curriculum, for pupils with special educational needs.

- Ensure quality support to pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with an SEN or disability, their families and/or carers, staff within school, other external agencies including those from Health and Social Care.
- Use all assessment tools available to provide the necessary information and share this with parents and/or carers.
 - Record minutes of meetings identifying the outcomes and future actions.
 - Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner, family and/or carers.
 - Share expertise and good practice across the school.
 - Make efficient and effective use of school resources.
 - Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
 - Have regard to guidance detailed by Local Authorities.

4.0 Identifying and supporting Special Educational Needs & Disabilities

4.1 Definition of SEN

Pupils have special educational needs, if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum.

Upon admission to Spring Hill High School 90-95% plus pupils already have a Statement of Special Needs or an Education Health Care Plan. However, we regard those pupils that do not have the above, as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age
- c) A child under compulsory 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 (Section 20 Children and Families Act 2014)

Pupils 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.

Spring Hill High School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents and/or carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. Pupils at Spring Hill High School will have a Statement of Special Educational Need or an Education Health Care Plan (EHCP) in all but exceptional circumstances.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

5.0 Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

5.1 Cognition and Learning

Pupils with learning needs may learn at a slower pace than others and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Pupils with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- **Specific learning difficulties (SpLD)**
- **Moderate learning difficulties (MLD)**

- **Severe learning difficulties (SLD), and**
- **Profound and multiple learning difficulties (PMLD)**

5.2 Social, Emotional and Mental Health Difficulties

Many pupils at Spring Hill High School experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- **ADD**
- **ADHD**
- **Attachment Disorder**

5.3 Communication and Interaction needs

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. A qualified Speech and Language Therapist is available to pupils at Spring Hill High School and a referral is made through either the deputy headteacher or the SENDCo.

Communication and Interaction needs include:

- **Speech, language and communication needs (SLCN)**
- **Autism (including Asperger Syndrome)**

5.4 Sensory and/or Physical needs

Some pupils require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- **Visual impairment (VI)**
- **Hearing impairment (HI – including Deaf and hearing impairment)**
- **Multi-sensory impairment (MSI - sometimes referred to as Deaf blind)**
- **Physical disability (PD).**

5.5 A Graduated Response to SEND is used at Spring Hill High School when:

- Pupils do not have a Statement of Special Need or an EHCP, and concerns about progression are raised.
- Pupils have new or additional needs alongside their existing Statement of Need or EHCP.

5.6 Concerns

The progress made by all pupils is regularly monitored and reviewed; assessments take place termly. The outcome of these assessments are discussed with the SENDCo. Initially, concerns registered by teachers, parents, carers, social workers or other agencies are addressed by appropriate differentiation. At this point an Individual Provision Map is devised. This can be then used in later discussions if concerns persist.

5.7 How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teachers and deputy head teacher who are required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress additional support will be provided under the guidance of the teachers.

Adequate progress could:

- Be similar to that of age-related expected levels of attainment;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and the age-related expected levels of attainment;

- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the teachers will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional, such as, an educational psychologist. This will always involve discussion and agreement with the pupil's parents and/or carers.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of others.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

5.8 Assess, Plan, Do and Review

At Spring Hill High School, where the majority of our pupils are identified as having SEN we take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

Termly 'Pupil Progress Meetings' are held based on deputies' recommendation; parents and/or carers are informed of any actions/discussions during annual review meetings.

Graduated Response

Assess

- Teacher's assess continually the needs of the pupils and their attainment continually as well as draw upon their previous progress and attainment, information gathered from other areas of the school and their previous educational setting(s).
- The pupil's development in comparison to national data should also be considered along with the parent's and/or carer's views and experience, the pupil's views and, where relevant, advice from external support services.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome.

Plan

- The Deputy Head Teacher, the SENDCo and the Assistant SENDCo will decide on the interventions and support to be put in place as well as the impact on progress and development. This will be recorded on the pupil's Individual Provision Map (IPM) and impact will be measured termly and recorded during the termly Pupil Progress Meetings. Parents and/or carers will be kept informed during the process.
- The progress will clearly identify the areas of needs and the One Page Profile will outline any teaching strategies or approaches that are required. A copy of this will be stored on the pupil's file.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The IPM will usually involve a contribution by parents and/or carers so as to allow them to support school.
- Where appropriate, the IPM will detail the support from other agencies.

Do

- Deputy Head Teachers and teachers remain responsible for working with the pupil on a daily basis and will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support deputy headteachers and teachers in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- Deputy Head Teachers and teachers are responsible for the daily implementation of the plan and will contribute to provide the SENDCo with feedback.

Review

- There will be a review of the IPM during termly Pupil Progress Meetings. This

review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents and/or carers.

- Parents and/or carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- This review will feedback into the analysis of the pupil's needs, then the Deputy Head teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and/or carers and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents and/or carers before involving a specialist or external agency.
- The academic year 2017-2018 there are plans to establish 'Parent Drop-In' sessions termly where parents and/or carers are given access to all internal professionals.

5.9 Statutory Assessment of Needs (EHC)

For those pupils that neither have a Statement of Educational Needs or an Education, Health Care plan and if despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the pupil has not made expected progress, the school or parents and/or carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the IPM will help the Local Authority (LA) in determining when this statutory assessment of needs is required. The SENDCo will take advice and guidance in this matter from the Local Authority (LA).

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Spring Hill High School will hold annual review meetings and complete the appropriate paperwork for this process.

6.0 Monitoring and Evaluation of SEND

6.1 Regular monitoring of the quality of provision for all pupils follows the schools quality assurance calendar. In addition the cycle of Assess, Plan, Do and Review we ensure that pupils with SEND have their individual provision reviewed regularly, and at least termly during the Pupil Progress Meetings. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

6.2 Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

7.0 Supporting Pupils, Families and/or Carers

7.1 We value and accept the positive role and contribution parents and/or carers can make. We make every effort to work in full co-operation with parents and/or carers, recognising and respecting their roles and responsibilities. They are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met in a timely manner.

7.2 In order that they play an active part in their child's development, the school endeavours to provide parents and/or carers with the relevant information so they can reinforce learning in the home. At Spring Hill High School we endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

7.3 The SENDCo is happy to meet with parents and/or carers, without prior arrangement, whenever possible, these meetings will be minuted.

7.4 Parents and/or carers are encouraged to seek help and advice from Independent Information Advice and Support services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

7.5 Parents are also encouraged to visit the Local Council's Local Offer website. These websites provide valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

8.0 Pupils in Care

8.1 When a pupil is in care, the carers are accorded the same rights and responsibilities as parents.

8.2 The SENDCo and the Deputy Head Teachers have joint responsibilities for Looked after Children in Spring Hill High School.

9.0 Pupil Voice

9.1 We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

9.2 These views are welcome at any time but are specifically sought as part of their annual review and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes. Pupils are encouraged to attend review meetings and those that choose not to their views are sought beforehand.

10. Partnership with External Agencies

10.1 Spring Hill High School is supported by a wide range of different agencies and teams. We value their expertise and seek to form and maintain positive relations with them, whilst the pupil is at the centre as part of a 'Team Around the Child' [TAC] approach.

11. Transition

11.1 A change of school, internal school site or a change in key staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for most pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

12. Training and Resources

12.1 Allocation of resources

- Resources are allocated to support pupils with identified needs as identified previously.
- Each year we map our provision to show how we allocate support staff to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our school.
- This support may take the form of differentiated work in the classroom, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

12.2 Continuing Professional Development (CPD) for Special Educational Needs

- The Head Teacher, SENDCo, SENDCo Assistant and other SLT members provide regular CPD to staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered which best meet their CPD needs and the needs of our pupils.
- The progress of all pupils is an important aspect of the performance management process and targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Learning support assistants are engaged in ongoing training, whereby the role of the learning support assistant is developed.
- External trainers/advisors, such as the Communication and Autism Team, are brought in periodically to address more specialist training needs .
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

13. Roles and Responsibilities

13.1 Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governors, the SENDCo, the SENDCo Assistant and Headteacher, all members of staff have important responsibilities.

13.1 Headteacher and Senior Leadership Team:

Has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs.

13.2 SENDCo:

Determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual pupils, working closely with staff, parents and/or carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupil's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo, along with staff, develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with deputy headteachers and teachers so that learning for all pupils is given equal priority.

13.3 The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and overseeing progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's budget and other resources (such as staffing) to meet pupils needs effectively
- Monitoring relevant special education need CPD for all staff
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date
- Liaising with parents and/or carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially local authorities and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND at termly pupil progress meetings
- To lead on the development of high quality SEND provision as an integral part of the school development plan
- Ensures that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

13.3 The Assistant SENDCO

Has the responsibility for:

- Managing the day-to-day implementation of SEND provision in the school.
- Liaising with the SENDCo to support the completion and submission of EHCPs.
- Working closely with other agencies as part of a 'Team Around the Child' [TAC] approach and ensuring that information is disseminated as necessary.

13.4 All Teaching and Non-Teaching Staff:

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

- Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the

SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Learning support assistants will liaise with Deputy Head Teachers, teachers and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

13.4 Governors have the responsibility to hold the Headteacher to account for the effective education for pupils who are identified as having SEN.

14. Meeting Medical Needs

14.1 The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.

14.2 Pupils with a Statement of Need or EHC plan this will specify the type and level of support required to meet the medical needs of such pupils. Those pupils without will require a Healthcare Plan.

14.3 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

14.4 Pupils in Hospital

Deputy Head Teachers are responsible for ensuring that pupils with health needs and in hospital, have access to education; they will liaise with other agencies and professionals, as well as parents and/or carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

15. SEND Information Report

15.1 The school will ensure that the SEND information is accessible on the school website. The proprietor has a legal duty to publish information on the school website about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

16. Monitoring and Accountability Accessibility

16.1 The school is compliant with the Equality Act 2010 and Accessibility legislation. Spring Hill High School has school sites that are accessible for wheelchair users, and

one site is only on ground floor level. As a school we work hard to develop accessibility and this is reviewed regularly.

17. Storing and Managing Information

17.1 Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Spring Hill High School strive for best practice under the General Data Protection Regulation (GDPR) and Data Protection Act 2018 (based on the Data Protection Act 1998). We have a designated GPO (Chris Delahaye) and GDPR training has been disseminated across the school.

18. Responding to Complaints

18.1 In the first instance, parents and/or carers complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School’s Complaints Policy.

18.2 If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents and/or carers and the school. This includes access to mediation before tribunal.

18.3 Parents and/or carers have a right to appeal to a SEND tribunal at any stage.

Ratified by Governors:

Name: Barbara Scrivens

Role: Chair of Governors