



Edgewood Primary School

Building skills and values for life

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Contents:

Definition of SEND

Mission Statement

1. Aims and objectives	3
2. Admission arrangements.....	4
3. Responsibility for the coordination of SEND provision.....	4
4. Arrangements for coordinating SEND provision.....	5
5. Identification of pupils' needs.....	5
6. Mental Health and wellbeing.....	8
7. Inclusion.....	8
8. Safeguarding children with SEND.....	9
9. Facilities for pupils with SEND.....	9
10. Allocation of resources for pupils with SEND.....	9
11. Access to the curriculum, information and associated services	11
12. Evaluating the success of provision.....	12
13. Working in partnership with parents.....	13
14. Links to support services.....	13
15. In service training (CPD).....	14
16. Complaints procedure.....	14
17. Other relevant policies.....	14

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 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 will 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.

At Edgewood Primary School we follow the national SEND Code of Practice, this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with the most complex needs have an 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 pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk>

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Notts Help Yourself site 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 Nottinghamshire 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.

Mission statement

Edgewood Primary school has a learning environment that is inclusive, stimulating and provides challenge for all learners. Children understand that learning is a process of exploring their lives and developing skills they need to become independent. Children learn that they can direct their learning to achieve their goals. They believe that change is something they can control and shape to reflect the school they want to create, the society they want to live in and the person they want to be.

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision. Special Educational Needs and Inclusion is always a priority at Edgewood Primary School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

1. Aims and objectives

Aims

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*. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Our commitment to this is outlined in this policy.

Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services [and feeder schools or early years' settings – where applicable] prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils will be carried out by their teachers and 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 SEND have full access to the National Curriculum. This will be carefully monitored and regularly reviewed in order to ensure that progress is made and all pupils' needs are catered for.
- Work with parents: Partnership with parents and carers is crucial as it enables strong relationships to be formed and provides avenues for them to understand their child's educational journey. This includes supporting them in terms of understanding SEND procedures and practices and providing regular information on their child's progress.
- Work with and in support of outside agencies: When the pupils' needs cannot be met by the school alone, specialist services are referred to. This may be in the form of advice through a professional consultation or packages of support.

- Create a school environment where pupils feel safe to voice their opinions of their own needs using a variety of forms of communication. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- Provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued. (With reference to the Government Prevent Strategy: see also the school's policy for Prevent Duty Statement)

2. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about school's admissions policy can be found on the school website.

The SENDCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENDCO will ensure liaison between staff members and teams within school to ensure that the provision is individualised where needed. This may include:

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

3. Responsibility for the co-ordination of SEND provision

The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is Mrs Bradley (Special Educational Needs & Disabilities Co-ordinator)

The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

All teaching staff have responsibility for planning, delivering and assessing the progress of children with SEND in their class. The school's SEND governor is Mr Chris Blount. He can be contacted in relation to SEND matters. Please phone the office to arrange contact.

4. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND Support records complying with all current GDPR regulations.

All staff can access:

- Edgewood Primary School's SEND Policy
- A copy of the full SEND Register
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.

5. Identification of pupils needs

Identification

See definition of Special Educational Needs on page 2.

A graduated approach:

Quality First Teaching

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.

- a) Once a pupil has been identified as *possibly* having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties. Any concerns will be shared with parents and carers.
- b) 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 gain a further understanding of the provision and teaching style that needs to be applied.
- c) The SENDCO team will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- d) If a need has been identified it can then be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be fully informed 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.
- g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not necessarily place the child on the school's SEND register. This information is shared with parents and is recorded by the school as an aid to further progression and for future reference.

- h) Pupil progress meetings are held 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.

SEND Support

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

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The purpose of SEND support is to help pupils achieve the outcomes set and enable provision to be tailored to suit the identified needs.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and the assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Further referrals to outside services may be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO team, support staff, parents and pupils (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

SEND Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which must be undertaken jointly by school and parents.

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

- Parents
- Teachers
- SENDCO
- Other education professionals
- 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 panel made up of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

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

www.nottinghamshire.sendlocaloffer.org.uk

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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 in developing and producing the plan.
- b. 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.
- c. 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.

6. Mental Health and wellbeing

Children's emotional health and well-being is key to their happiness. Mrs Bradley is the Mental Health and Well-Being Lead working alongside the Pastoral Team, consisting of Mrs Craske and Mrs Holmes. It is the responsibility of all staff to contribute to this. We have a range of additional interventions and therapies which children can access as required, such as Managing Emotions, Positive Play, Forest Schools and Lego Therapy.

For children with longer term or more complex needs, referrals can be made to the Educational Psychology Service, a specialist SEMH teacher (Social, Emotional and Mental Health) or services such as CAMHS (Child and Adolescent Mental Health Service).

Our school recognises the diverse needs of all children including those with SEND and provides a pastoral approach to ensure that mental health and wellbeing needs are met. Edgewood Primary School staff are trained in Take Five to deliver the Each Amazing Breath initiative to support resilience and grounding.

7. Inclusion of pupils with SEND

The head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team to ensure that it promotes the inclusion of all pupils. School's ethos is to 'scaffold up' so that all learners can access whole class learning alongside their peers.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard' meetings, where referrals to specialist services can be made, Early Help Unit and the Multi-Agency Safeguarding Hub and the SBAP (School's Behaviour and Attendance Partnership).

8. Safeguarding Children with SEND

KCSIE 2019 is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities. Some children and young people may be particularly vulnerable to abuse and harm and the Senior Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents considering the child's SEND

9. Facilities for pupils with SEND

Edgewood Primary School endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school has a range of SEN facilities in place. These are:

- a) An adapted toilet facility with wide access, adapted toilet, alarm, shower and mobile changing table
- b) An adapted toilet facility with wide access, adapted toilet and alarm
- c) Accessible classrooms on the ground floor
- d) The treehouse: a purposefully equipped indoor sensory room.

If a situation arises where specialist equipment/ training is needed, advice and support from external professionals is sought.

10. Allocation of resources for pupils with SEND

All pupils with SEND will have access to targeted funding from the school's budget. Some pupils with SEND may access additional funding. This additional funding might

be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO (Rachel Hazeldine) will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

At Edgewood Primary School, the decision to apply for additional funding is made by the SENDCO in collaboration with the head teacher. The SENDCO and head teacher also manage the allocation of resources supporting children with SEND. This includes allocation of teaching assistants, learning resources including technologies, specialist equipment etc...

Not all children identified as having SEND will require additional funding. Their level of need may be met by their class teacher by adapting learning tasks, strategies and facilities to the pupils need. This can be done in a variety of ways that teachers will plan for on a daily basis. These include setting tasks at a differentiated level, matching pupil interests to their learning at an individual level, using resources that promote access e.g. by more hands-on approach / specialist toileting facilities, and giving additional small group or 1:1 support from the class teacher. Children may access their learning via a specific intervention run by the TA or through additional support in a small group or 1:1 as part of the class lesson.

If a child's needs are more specific e.g. due to a disability, then the above procedures may require an additional level of support in order for the pupil to make progress.

- a) The SENDCO / Class Teacher will assess the pupil need through consultation with staff, parents and the head teacher
- b) The SENDCO will advise if he / she assesses that an application for additional funding devolved at a local family level (AFN funding) or at a higher level from the local authority (HLN funding), based on the funding criteria set by each panel.
- c) The SENDCO will gather information to complete an application and submit this to the next panel that meets to consider the application for AFN or HLN funding support.
- d) The SENDCO will consult with the family SENDCO and any agencies involved including health and education services supporting SEND. Their views or support will aid the completion of the application.
- e) The SENDCO will inform staff and parents of the panel's decision.
- f) Where an allocation is made, the SENDCO and head teacher will agree any staff changes required and make necessary arrangements.
- g) The SENDCO will oversee the use and monitor the impact of these additional resources.
- h) The SENDCO will manage any changes to these arrangements e.g. where resources are allocated for a key stage, a year, a term etc.

All schools have an allocation of Pupil Premium to support the progress of pupils who meet the criteria for its allocation. At Edgewood we have a designated teacher coordinating this resource. The SENDCO may consult with this teacher where a pupil with SEND has an allocation of Pupil Premium that may be used to support an identified need.

11. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting where they can access quality first teaching (see page 5).

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils, including those with SEND
- Using in-class provisions and support effectively to ensure that the curriculum is scaffolded and adapted where necessary.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- Individual Learning Plans (ILPs) created for each child on the SEN Register, which provide an overview of an individual's strengths, weaknesses and how best they can be supported.

Where the curriculum needs reviewing, the following arrangements may be considered:

- SEND Support. A child may be entered onto a school register if their need meets with the criteria for SEND Support. Not all children with SEND will be on this register. The category SEND Support applies to children with more complex needs and/ or children whose progress is significantly delayed. This may include children with disabilities, emotional / social developmental difficulties or other significant learning delays. SEND Support does not require a diagnosis. Children on this register will have an individual plan for their learning (ILP).

The Individual Learning plan (ILP) sets out steps for their learning. There are 3 different types of ILP

- a) Individual Learning Plan (ILP) for children who need additional support that focusses on their cognition needs.
- b) Individual Behavior Plan (IBP) for children who have needs resulting in significant behavior difficulties.

- c) Individual Support Plan (ISP) for children who have needs resulting from social factors affecting their emotional and physical wellbeing.

The ILP will include information about:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when ILP is reviewed).

ILPs will be written through a consultation process that will involve all stakeholders. Children will be involved in this process to ensure that their point of view is considered and targets match needs they have also identified and agreed to work on.

Children classified as SEND Support will be reviewed at Edgewood Primary and Nursery School once per term. The class teacher will invite parents to attend a meeting alongside teaching staff, TAs and any other agencies known to the family in support of the child's needs.

Children who have SEN but who are not on the SEND Support register will also have their progress reviewed and communicated to parents at termly parent / guardian evenings. Some of these children may be classified as Learning Support. For these children:

- Staff may need to plan a differentiated curriculum that meets the pace of learning suitable for the child. This may involve setting learning objectives, personalised for the child.
- Staff may group children of similar need / level of ability to enable group work and differentiated learning objectives. On occasion this learning may happen out of the class with adult support. This enables pupils to focus on their learning in a quieter space.
- Staff may offer a differentiated approach to learning e.g. using a more hands on approach or more active learning to engage the learner. Technology may be used with specific ICT programmes.
- Teaching assistants may be used to support access detailed above.
- Pupils may work in more than one class where target grouping is used.
- Pupils may need a specific intervention to support their need. These are tried and tested programmes aimed to accelerate progress over a period of time.
- Where an individual pupil's needs cannot be met entirely by education on the school site, visits to other educational facilities may be considered. This would be agreed with parents and the local authority.

Health Care Plan

If a child has a medical need, they may require a Health Care Plan. This will be written in school through designated TA and parent involvement. The details will be circulated to all staff. The plan will be reviewed with the parent as any changes are required. Parents will need to inform school as changes occur. The plan will be updated as changes occur. A child may need adaptations to their curriculum

in line with their health care plan. Any activity that may present a specific risk to a child will be adapted as far as possible to remove the specific risk and enable learning via safe activity. For trips and residential visits, parents will be consulted for any specific risks relating to the visit and agreements made. (See Visits Policy)

To promote a child's access to learning, the school may need to consult with a range of services, some of whom may work with the child or advise staff on strategies. Where outside agencies are involved, your permission will be sought prior to the agency work in school. Consult page 13 for agencies that may be involved. For more specific information on our SEND provision, please consult the SEN Provision Report on our website.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

- Staff are able to give feedback to the SENDCO and HLTAs through training opportunities, on-going discussion, formal reviews of children's progress and ILP review meetings. Staff manage progress data for all pupils. Teaching assistants are part of a network and meet to share approaches and identify training needs.
- SEND Pupils are able to give feedback through informal discussion about targets and progress. Pupil questionnaires are used up to three times / year as part of the IEP review process or pupils attend part of their reviews. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.
- Parents are invited to give feedback at IEP reviews. Their comments are recorded on the IEP. We also have 2 formal parent / carer meetings each academic year. Informal discussion happens throughout the year.

Child and parent surveys may also be used to assess the impact of changes made to provision.

13. Working in partnerships with parents

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

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parents' evenings, SEND review meetings and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND 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 class teacher or the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SFSS (Specialist Family Support Services)
- EP (Educational Psychologist)
- PDSS (Physical Disability Services)
- Children's Centres
- CAMHS (Children and Adolescent Mental Health Services)
- Speech and Language Therapist
- Occupational Therapist
- Healthy Families team (School Nurse)
- SEMH teacher (Social, Emotional & Mental Health)
- Small Steps
- Hearing and Visual Impairment Support services
- Early Help Unit
- MASH (Multi Agency Safeguarding Hub)
- Additional services/professionals can be contacted to support individual needs

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

15. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools, or through in-house training.

Edgewood Primary School is part of the Holgate Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. Complaints procedure

Please also refer to the parental concerns and complaints policy on our school website.

- If a parent or carer of a child with SEND has a complaint, they should initially approach the class teacher to see if a discussion can help the problem.
- If they are still dissatisfied / unclear they should feel free to approach the SENDCO and the head teacher in order to help address the problem.
- If these discussions still fail to satisfy the parent or carer they should be advised of the appropriate person within the LA that they can contact.
- If the LA fail to solve the difficulty they will be advised by the LEA of their rights to seek further help through an SEND tribunal or similar.
- At all times the names and work addresses of outside agencies involved with their child should be available to parents and carers in order that they can communicate with them.

17. Other relevant policies

In addition to this SEND policy, you may wish to consult the following, which are all available on our school website and on request.

- Accessibility Plan
- Equality Policy
- Child Protection Policy
- Curriculum Statement
- Parental Concerns & Complaints Policy
- SEN Regulations Report
- Admissions and Catchment information
- Pupil Premium Policy
- Edgewood Vision Statement
- Behaviour Policy
- Local Offer: Support for SEND children and families locally