



The Calder Learning Trust

Special Educational Needs and Disability (SEND) Policy

Written	November 2018
Ratified by Governors	December 2018
Review Date	November 2019
Governors Committee	SWPC

Special Educational Needs and Disability Coordinator: Claire Tooth
SLT with responsibility for SEND: Steve Lee
Governor for SEND: Geraldine Wrathall

Contents

1. <i>Introduction</i>	<i>Page 3</i>
2. <i>Aims and Objectives</i>	<i>Pages 4 - 5</i>
3. <i>Roles and Responsibilities</i>	<i>Pages 6 - 10</i>
4. <i>Admissions Arrangements</i>	<i>Page 10</i>
5. <i>Access</i>	<i>Page 11</i>
6. <i>Responding to the Needs of students who are not Making Adequate Progress</i>	<i>Page 12</i>
7. <i>Identification</i>	<i>Page 13</i>
8. <i>The Graduated Approach to SEND Support</i>	<i>Pages 13 – 15</i>
9. <i>Supporting Pupils and Families</i>	<i>Page 16</i>
10. <i>Access Arrangements and Support in Examinations</i>	<i>Page 17-18</i>
11. <i>Monitoring and Evaluating the Success of Our SEND Policy</i>	<i>Page 19</i>
12. <i>Links with Other Services</i>	<i>Page 20</i>
13. <i>Considering Complaints</i>	<i>Page 21</i>
14. <i>Glossary</i>	<i>Page 22</i>

*The term 'parent' is inclusive of parents, carers, family members and others who are important to the learning experiences and well-being of our students.

GDPR Privacy Notice:

Calder Learning Trust collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations. Schools have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Schools also have a duty to issue a Fair Processing Notice to all pupils/parents, this summarises the information held on pupils, why it is held and the other parties to whom it may be passed on.

Introduction

The Special Educational Needs and Disability Code of Practice states that a child or young person (CYP) has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Special Educational Needs and Disability Code of Practice covers CYPs from 0-25 years.

A learning difficulty or disability means that the CYP either:

a) has significantly greater difficulty in learning than the majority of others of the same age;

or

b) has a disability, which either prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision (SEP) means educational provision which is additional to, or different from, the provision made generally for CYPs of the same age in mainstream schools or mainstream post-16 institutions.

The school ensures that the requirements of the SEND Code of Practice (2015) are fulfilled.

This policy complies with the statutory requirements laid down in the SEND Code of Practice 0-25 (January 2015) and has been compiled with reference to:

- Equality Act 2010: advice for schools DfE June 2015;
- Schools SEN Information Report Regulations 2014;
- Children and Families Act 2014;
- The Special Educational Needs and Disability Regulations 2014.

The SEND Policy is reviewed annually by the SENDCo, Headteachers and Governors in consultation with all key stakeholders. It is available to read on our website www.calderlearningtrust.com and paper copies are available on request.

Aims and Objectives for SEND Provision

To ensure that all children/young people in the Calder Learning Trust with a special educational need/needs and/or an identified disability are fully included in both the curricular and extra-curricular life of the school and to have high aspirations for pupils to ensure that they achieve outcomes and make progress in line with their peers.

For children/young people with SEND we will:

- identify SEND as soon as possible and work with our early years settings and primary feeder schools to ensure appropriate identification of children/young people with SEND on transfer to Calder Learning Trust;
- liaise with their early years settings and key workers for transition into Reception;
- offer an additional transition programme during the final term of Year 6 for identified children in order to provide a successful start to Year 7;
- provide intervention at a suitable level following identification of need;
- use a variety of teaching styles, and cater for different learning styles to allow access to a full learning experience, including the National Curriculum;
- use resources effectively to support children/young people with SEND;
- assess and keep records of the progress of students with SEND;
- work with outside agencies who provide specialist support and teaching;
- engage parents so that we can work positively together;
- encourage active involvement by the children/young people themselves in meeting their needs;
- provide on-going training for all staff working with children/young people with SEND.

We endeavour to achieve this through the following strategies:

- appropriately involving children/young people and parents in discussions and decisions about their learning needs;
- all children/young people with a recognised SEND will have access to an appropriate curriculum. This will include a Learning for Life curriculum and opportunities to complete vocational training at Secondary level;
- teachers plan for and deliver differentiated learning programmes to ensure that all children/young people are appropriately challenged and supported in the classroom;
- all Teaching Assistants / Curriculum Tutors will have access to a range of on-going training opportunities to enrich their knowledge, understanding and skills of how to best meet the learning needs of those with SEND;

- all learning support staff and staff within Year Achievement Teams will complete training in the *Structured Parental Conversation* to ensure that parents are appropriately involved in: outlining individual learning needs; shaping the school's response to that need; evaluating the impact of strategies to ensure that they make good progress at school;
- *Additional Needs Plans (Primary) and Individual Education Plans (Secondary)* will be written for students at school support (K) and with an EHC Plan. However, as advised in the SEND Toolkit (DfES), *'when students in the same group, class or subject lesson have common targets and, hence common strategies, a group learning plan may be drawn up rather than producing IEPs for every child'*;
- the work of Academic Boards, where decisions about interventions are made, will be monitored through the school's Quality Assurance processes;
- providing an efficient administrative service so that the SEND Register is up-to-date and accessible to all appropriate staff.

Roles and Responsibilities

Roles and responsibilities of parties as laid out below is documented in the SEND Code of Practice.

The fundamental principles underpinning the Code of Practice are that:

- the views, wishes and feelings of the children/young people are taken into account;
- the children/young people and their parents should participate as fully as possible in decisions and be provided with the information and support necessary to enable participation in those decisions;
- there is a need to support the children/young people and their parents in order to facilitate the development of the children/young people and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Role of the Local Authority (LA)

Within the statutory duty to promote high standards in education for all students, an essential function of the LA is to make effective arrangements for SEND by ensuring that:

- children/young people and their parents are involved in discussions and decisions about their individual support and about local provision;
- the children/young people and their parents are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan;
- they consult children/young people with SEN or disabilities and their parents when reviewing local SEND and social care provision;
- consult them in developing and reviewing their Local Offer;
- arrangements are made for providing children/young people with SEN or disabilities and their parents with advice and information about matters relating to SEND;
- they publish the “Local Offer” (SEND Information Reports) describing all the support available for students with SEND with links to school offers.

Role of Governors

- Governing bodies should, with the headteachers, decide the school's general policy and approach to meeting children's/young people's SEND for those with and without EHC Plans;
- They must set up appropriate staffing and funding arrangements and oversee the school's work;
- Governors have a duty under section 317 of the Education Act 1996 to do their best to ensure that the necessary provision is made for students with SEND;
- Every school must have a 'responsible person' who makes sure that all those who are likely to teach a student with a statement of Special Educational Needs/Disability are told about the EHC Plan. At the Calder Learning Trust, the Student Wellbeing Committee, currently chaired by Geraldine Wrathall, who is also the link governor for SEND, has overview of the school's work relating to SEND.

Role of the School

Provision for students with special educational needs/disability is the responsibility of the school as a whole to champion.

Every school is required to:

- identify and address the SEND of the children/young people that they support;
- use their best endeavours to make sure that a child with SEND gets the support they need;
- ensure that children/young people with SEND engage in the activities of the school alongside children who do not have SEND;
- take steps to ensure that young people and parents are actively supported in contributing to needs assessments and developing and reviewing ANPs, IEPs and Education and Health Care Plans (EHCPs).

Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo is responsible for the arrangements for SEND provision throughout the school.

Our SENDCo:

- has responsibility for the day to day operation of our SEND policy;
- maintains a register of children with SEND and ensures that the records on students with SEND are up-to-date;
- works closely with the Headteachers, Learning Support Team, Heads of Faculty and Teachers in coordinating provision/access arrangements for students with an identified SEND;
- provides evaluative information to the Headteachers and Governors about the progress of students on the SEND Register;
- manages the team of Teaching Assistants/Curriculum Tutors or Learning Support Team employed to work with students with SEND throughout the school;
- manages those who keywork individual students with an EHC Plan;
- liaises with staff in school who have responsibility for safeguarding, attendance and family support issues;
- liaises with the first aid/medical lead;
- liaises with outside agencies to gain advice and support for those with SEND;
- keeps up-to-date with developments in their area of responsibility;
- contributes to the planning and delivery of training for staff on SEND issues;
- teaches individuals and small groups of students;
- attends parents' evenings and meets with parents when required;
- line manages the work of the SEND Administrator to ensure an efficient administrative service which provides an up-to-date SEND Register, the effective organisation of Learning Support staff timetables and Annual Reviews of EHCPs;
- is qualified to assess for exam access arrangements and works with the SEND Administrator to put in place the required provision of support for access arrangements.

Role of the Parent*

We aim to work in partnership with our parents and families and ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

Parents should:

- Engage in regular review meetings with school about the impact of strategies and next steps;
- speak positively with their child about the strategies being undertaken;
- listen and respond to the concerns and queries their child may have;
- inform school of any changes in circumstances which could impact on the child's well-being and progress at school.

*The term 'parent' is inclusive of parents, carers, family members and others who are important to the learning experiences and well-being of our students.

Role of the Child/Young Person

The SEND Code of Practice 2014 covers the 0-25 age range. It has a clear focus on the participation of the children/young people in decision-making to enable them to succeed in their education and make a successful transition into adulthood.

Children/young people should:

- Wherever possible, engage in discussions with school about their successes and what next steps might be needed.
-

A positive working relationship between the children/young people and SEND staff will help the children/young people to receive a full educational entitlement and enjoy his or her time at school.

Admission Arrangements

In line with current LA policy, a place at the Calder Learning Trust is available to a child/young person with SEND provided that:

1. the parents wish the child to attend the school;
2. the special educational needs can be met by the school;
3. other students will not be disadvantaged;
4. resources will be used efficiently.

The Calder Learning Trust has a duty under the Special Educational Needs and Disability Act not to discriminate against a disabled student:

- in the arrangements that they make for determining admission of children/young people to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria;
- in the terms on which the responsible body offers admission to the school;
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

Access

1. Access to the school environment

The Calder Learning Trust is on a sloping site with external access to both front (lower level) and back of school (higher level).

The school is constructed over a number of levels with stepped access the only means of access to some areas.

2. Access to the Early Years Foundation Stage and National Curriculum

All children and young people at the Calder Learning Trust have access to the Early Years Foundation Stage (EYFS) and National Curriculum.

All teachers, the SENDCo and SEND support staff carry out an on-going process of assessment, planning and review that recognises each individual's strengths as well as areas for improvement. A rigorous tracking system is in place to identify those who are not making the required level of progress. Strategies which are used to enable access for all children to the EYFS and National Curriculum are:

- differentiation of the curriculum to match tasks to ability;
- grouping of students according to ability where appropriate to ensure that tasks are suitably matched to ability;
- use of a range of teaching styles which recognise the individual learning styles of all in the class;
- use of Curriculum Tutors/Learning Support staff to provide additional support within lessons;
- small withdrawal groups and 1:1 teaching by SEND staff;
- providing alternative means of accessing the curriculum through ICT, and use of specialist equipment;
- peer group support through mixed ability grouping, paired reading and "buddy" systems;
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy;
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school;
- access to extra-curricular clubs, and to the social life of the school;
- strategies for engaging parents in the work of the school;
- training for all staff on the learning needs of those with SEND.

3. Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for students and prospective students who may have problems accessing it in the usual written form e.g. by reading aloud, overhead projections and use of diagrams and pictures.

Responding to the Needs of Students who are not Making Adequate Progress

As recommended in the SEND Code of Practice (2015) the school will adopt a 'graduated' response.

For some, their learning needs are met by Quality First Teaching. This is sometimes referred to as Wave 1 or Universal provision.

However, some of our children/young people may have a need that requires some form of additional provision. For some, this need for additional support will be recognised by an assessment of Special Educational Needs as outlined as part of the process described below:

Identification

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be identified and planned for:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical impairment;

The purpose of identification is to work out what action the school needs to take and is not to place a student in a category. When identifying needs of students we consider the needs of the whole child and not just the special educational needs or disability.

The Graduated Approach to SEND Support

The Calder Learning Trust is committed to early identification in order to meet the needs of CYPs with SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including the access of support from Teaching Assistants/Curriculum Tutors or specialist staff. Teachers' on-going assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments. Teachers will then consult the Key Stage Manager/SENDCo to consider what else might be done. The student's learning characteristics, the learning environment, the tasks and the teaching style will be considered. Progress will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation.

If these interventions do not lead to progress, the teacher will again consult the SENDCo to review the strategies that have been used. The review may lead to the conclusion that the student requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the student would be registered as receiving SEND support. At this point, an Additional Needs Plan (Keys Stages 1 & 2) or an Individual Educational Plan (Keys Stages 3 & 4) is written and the student is placed on the SEND Register. Discussion will take place with parents.

SEN Support (K)

When a child/young person is placed on the SEND Register an Individual Educational Plan (IEP)/Additional Needs Plan (ANP) is usually written.

The ANP/IEP is a tool to support planning and delivery in the classroom. It is a working document for all teaching staff, establishing strengths and difficulties and providing suggested strategies for an individual that are different from or additional to those in place for the broader group or class.

If, following the strategies instigated, a child/young person is still not making adequate progress, the school will consult with parents and decide whether the school will seek advice and/or input from specialists and agencies who are external to the school. This may include input from, for example: educational psychology; speech therapy; counselor etc.

The SENDCo usually takes the lead in shaping provision although day-to-day provision continues to be the responsibility of the class or subject teacher.

If a student is still making **less than expected progress** given their age and individual circumstances the school will use the graduated approach as stated in the *Code of Practice 0-25years - 'ASSESS-PLAN-DO-REVIEW*. This process is initiated, facilitated and overseen by the SENDCo but teachers are responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will provide advice and guidance throughout the process and may carry out additional assessments. The SENDCo will maintain all records of provision and the impact of that provision on a student support plan. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The Teacher and SENDCo will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this the student's current attainment, achievements and early learning profile will be identified. This may include taking advice from the SENDCo, external specialists and may include the use of diagnostic or other assessments to determine the exact areas of need and appropriate strategies. Where external specialists are required parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the student and how we can best support them.

PLAN - Students and parents will be involved in the planning process as much as possible. Person-centred tools may be used to facilitate this. This means that the student and their parents/carers will be supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to identify aspirations for the student in the shorter and longer term. Parents and students will be provided with copies of the termly plans which will detail the expected outcomes, actions, strategies and provision to be put in place. A review date will also be agreed.

DO - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems together with specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW - Student progress will be reviewed at the end of the specified period of intervention. The review will form the basis of further assessment and planning. There will be at least a termly meeting with parents and the student.

Statutory Assessment of SEND

If the school is unable to meet all of the agreed provision from its existing resources of finance and staffing expertise and the outcomes for the student are not improving despite SEN support, the school may request a **Statutory Assessment** from the Local Authority (LA), which may lead to an **Education, Health Care Plan (EHCP)**.

The school will provide evidence regarding the student's progress over time, documentation in relation to the student's SEND support and any action taken to deal with their needs, including any resources or special arrangements in place.

Information required may include:

- copies of the student's personalised plans/student support plan;
- records of reviews with students, parents/carers and their outcomes;
- Common Assessment Framework (if applicable);

- medical information where relevant;
- EYFS and National Curriculum attainment and wider learning profile;
- educational and other assessments e.g. educational psychologist's reports;
- views of the parent and the student;
- involvement of outside agencies;

If the LA agrees to a Statutory Assessment it must assess the education, health and care needs of that student. The LA must request advice and information on the student and the provision that must be put in place to meet those needs from:

- parents/carers and/or student;
- the school;
- an educational psychologist;
- health;
- social care;
- anyone else requested by parents/carers;
- a specialist teacher e.g. for the visually impaired, hearing impaired etc.

This information is usually gathered and presented to the LA by the SENDCo.

From this information it must be decided whether or not to issue an Education, Health and Care Plan (EHCP).

Further information is available from the LA website: www.calderdale.gov.uk

The EHC assessment may make provision for additional resources of staff or equipment and this will be reviewed annually.

Annual Review of the EHC Plan

All EHCPs must be reviewed at least annually. The SENDCo is responsible for arranging these meetings and inviting all relevant personnel, which will include parents/carers, student, relevant professionals and at transition points a representative from the LA. The review will look at:

- progress on actions towards agreed outcomes;
- student/parent voice;
- what is important to the student now;
- what is important to the student in the future;
- how best to support the student;
- new/revised strategies/targets to be put in place.

Any amendments to the EHCP will be recorded. The SENDCo will record the outcomes of this meeting and the Headteachers will ensure a copy is received by the LA.

Criteria for Exiting Special Educational Provision

A student may no longer require SEP where they:

- make progress significantly quicker than that of their peers;
- close the attainment gap between them and their peers;
- make significant progress with wider development or social and emotional needs such that they no longer require provision that is additional to or different from their peers;
- make progress in self-help, social and personal skills such that they no longer require provision that is additional to or different from their peers;

This decision will be determined at the review stage in consultation with the CYP, SENDCo and parents.

Supporting Pupils and Families

Calderdale MBC Local Offer can be found at: www.calderdale.gov.uk

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed. Parents meet regularly with school staff where concerns and successes are shared. Parents are made aware of the Special Educational Needs/Disability Information, Advice and Support Services (SENDIASS) and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the teacher and the SENCo. Parents are encouraged to be involved with target setting for personalised plans. Parents and students are invited to target setting meetings to review progress. Parents of students with EHCPs will also be invited to yearly review meetings along with relevant support service personnel connected to the student and the student themselves.

Medical issues are first discussed with the parents/carer. If support is required, the School Nurse will be contacted. The student may then be referred for assessment through his/her General Practitioner.

If any member of staff has a concern about the welfare of a child they should consult the SENCo/Headteachers/Designated Safeguarding Persons (DSP) for Safeguarding.

Access Arrangements and Support in Examinations

Key Stage 1

Some pupils with specific needs may need additional arrangements so they can take part in the KS1 tests. Headteachers and teachers must consider whether any of their pupils will need access arrangements before they administer the tests. Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage.

Section 5.2 of the 2018 KS1 Assessment and Reporting Arrangements document (ARA) provides a summary of who access arrangements are for and how they can be used. Access arrangements might be used to support pupils who have, for example:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- to use sign language
- a hearing impairment
- a visual impairment

Schools do not need to make applications for additional time for the KS1 tests. The tests are not strictly timed so schools can give pupils the amount of time they feel is appropriate to enable each pupil to demonstrate their knowledge and understanding.

Key Stage 2

As with Key Stage One, pupils with specific needs may need additional arrangements so they can take part in the KS2 tests. Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. During a monitoring visit, local authorities may ask to see evidence that any additional support provided in the tests is also regularly provided as part of normal classroom practice.

Schools must apply to the Standards and Testing Agency (STA), in advance, to request permission to use the following access arrangements:

- Compensatory marks for spelling
- Early Opening
- Additional Time

The following access arrangements do not require an application, but schools must notify STA of their use:

- Administering a test at an alternative location
- Use of a scribe
- Use of a transcript
- Use of a word processor or other technical or electronic aid

GCSE Examinations

Where a student has a sensory impairment or Specific Learning Difficulty or disability, the Examination Board will consider requests for special consideration or the use of aids, enlarged text or assistance with reading or writing, or extra time.

Requests must be accompanied by recent professional advice, and are made by the SENDCo in consultation with the School's Examinations Officer.

'Access testing' usually takes place from the end of Year 9 and through Year 10. This is because the additional support granted is only 'live' for a period of 2 school years. Only in a few cases, should Access Testing take place in Year 11.

'Access testing' is led by the SENDCo who is fully qualified in Educational Exam Testing.

In setting internal examinations it is important that a range of means of assessment are used in addition to the formal written examination. This particularly benefits students with a specific learning difficulty, enabling them to demonstrate their knowledge in the subject.

Monitoring the Success of our SEND Policy

Evidence of the effectiveness of the policy is data that shows that a student is making at least expected progress. This will come from a combination of:

- on-going teacher and support staff observations of the student in the classroom;
- teacher records showing progress;
- more age-appropriate scores on standardised testing;
- discussion with parents and the student about the student's progress;
- discussion with outside agencies about the student's progress.

Progress of all students is monitored by class teachers, form tutors, Year Achievement teams, Academic Board meetings for the year group, subject and faculty meetings.

Evaluating the Success of our SEND Policy

The success of the policy will result in the needs of all students with SEND being met by:

- having the systems in place to identify children with SEND as early as possible;
- making use of good practice in planning for, teaching and assessing children with SEND;
- regularly reviewing of the student's progress against targets set;
- providing additional intervention if progress is not adequate;
- considering the wishes of the child at an appropriate level;
- having a positive and effective partnership with parents;

A successful outcome will be that a student with SEND is now making at least adequate progress.

Key Performance Indicators

- All students with a recognised SEND have an appropriate curriculum;
- The attendance of students with a recognised SEND is in line with their non-SEND peers;
- Students with a recognised SEND make progress in line with their non-SEND peers;
- The gap between the achievement of SEND students and their peers narrows;
- The Fixed Term exclusion of students with a recognised SEND is in line with their non-SEND peers;
- There is high parental satisfaction for the school's work in relation to students with a recognised SEND;
- No student with recognised SEND becomes Not in Employment, Education or Training (NEET) on leaving Calder Learning Trust at the end of Key Stage 4.

Links with Other Services

- Calderdale Attendance Service;
- Hearing Impaired Service;
- Visually Impaired Service;
- ASD Service;
- Family Support Services;
- School Nurse;
- Educational Psychologist;
- CAMHS;
- Occupational Therapy;
- Speech & Language Therapy Service (SALT).

Calderdale SEND & Information, Advice & Support Service (SENDIASS)

Calderdale Council
Westgate House
Westgate
Halifax
HX1 1PS
Telephone: 01422 266141
www.calderdalesendiass.org.uk

Unique Ways

Unique Ways is an impartial service providing independent information, advice and support for parents and carers, by parents and carers of children in Calderdale with Special Educational Needs/Disabilities.

Harrison Lane Enterprise Centre
Harrison Lane
Halifax. HX1 5PG
E-mail: hi@uniqueways.org.uk
Telephone 01422 343090
Website: www.uniqueways.org.uk

Considering Complaints

If a parent thinks that their child has a SEND which has not been identified by the school, or if they are unhappy with the provision the school is making for their child relating to the SEND, they should talk first to the child's Primary Class Teacher or Secondary Key Stage Manager to discuss the progress the student is making.

If a parent thinks that their child should be given more, or different support, they should raise their concerns with the Primary Headteacher or Secondary SEND Administrator who will discuss this information with the SENDCo and other colleagues as appropriate.

Most concerns will be resolved in this way. If a parent still feels dissatisfied, they may choose to raise their concerns directly with the SENDCo, then the strategic lead for SEND, then the Headteachers, then the school's governor with a link to SEND.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents of their decision. If parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an EHC Plan for the child, the parents again have the right to appeal to the SEN Tribunal.

Glossary of Abbreviations

ANP	Additional Needs Plan (Key Stages 1 & 2)
CAMHS	Child & Adolescent Mental Health Services
CPD	Continuing Professional Development
DfE	Department for Education
DfES	Department for Education & Skills
DSP	Designated Senior Person for Safeguarding
EHC	Educational Health Care
EHCP	Educational Health Care Plan
ICT	Information Computer Technology
IEP	Individual Education Plan (Key Stages 3 & 4)
K	SEN Support
LA	Local Authority (Calderdale)
NEET	Not in Employment, Education or Training
SEAL	Social & Emotional Aspects of Learning
SEMH	Social, Emotional and Mental Health Difficulties
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disability Co-ordinator
SEND	Special Educational Needs/Disability
SENDA	Special Educational Needs & Disability Act
SEP	Special Educational Provision