



St. Teresa's Catholic Primary School

SEND Information Report 2026, 2027

'CHRIST BE IN OUR HEADS, IN OUR HEARTS AND IN OUR HANDS'

Welcome to our SEND Information Report which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). This information is updated annually.

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Whole School Approach

St. Teresa's Catholic Primary School is a mainstream primary school with 282 pupils on roll. The organisation of mixed-age classes has historically taken place at St. Teresa's due to the slightly larger in-take, which was 38 but increased to 40 pupils, reflecting the demand for school places within our parish.

Due to the slightly larger intake number, pupils are taught in mixed-age classes to allow the school to deliver the best educational outcomes most efficiently. Seven age groups, ranging from Reception to Year 6 are divided into ten classes, shown in the table below. Pupils at St. Teresa's are exposed to a wide range of benefits that come with being taught in mixed-age classes.

	Classes		
Infants Classes	Reception	Reception/ Year 1	
	Year 1/ Year 2	Year 2	
Juniors Classes	Year 3	Year 3/ Year 4	Year 4
	Year 5	Year 5/ Year 6	Year 6

We

organise the children into the classes according to;

- birth date
- gender (maintain a balance of boys and girls within each class)
- exceptional circumstances— i.e. special educational needs/ siblings.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities to support the personal and social development of our children. In particular, as a Catholic School, we endeavour to develop the spiritual and moral values of members of the St Teresa's family, and a meaningful and loving relationship with God. We aim to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives. The Catholic ethos of our school is one of inclusion, and each child is cherished, with their individual needs met and provided for.

All teachers deliver 'Quality First Teaching.' This means that class teachers are responsible and accountable for the progress and development of children within their class; this includes when children access support from teaching assistants or specialist staff. To ensure all children's learning is supported, the class teacher is responsible for adapting their teaching and responding to the strengths and needs of all children in their class and deploying support staff effectively.

In addition to high-quality first teaching, where needed, we use a wide range of additional interventions and adaptive teaching strategies to meet pupils' specific needs, there is ongoing dialogue throughout the year with parents/carers. To complement this, twice yearly formal assessment (through Teacher assessment and/or academic tests), ensure that we regularly review what we offer every child in our care. These discussions also contribute to the application of a differentiated and personalised approach to teaching and learning.

At St. Teresa's Catholic Primary School, we provide an environment where creativity is encouraged, curiosity is welcomed and excitement in learning is fostered. Our children develop confidence in their own abilities, are motivated to achieve their best, learning to be resilient and adaptable to change.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- **Communication and Interaction** e.g. Autism/Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN).
- **Cognition and Learning** e.g. Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dysgraphia; Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD).
- **Social, Emotional and Mental Health (SEMH) Difficulties** e.g. anxiety, depression, attachment difficulties, Attention Deficit Hyperactivity Disorder (ADHD), and other mental health difficulties that impact learning.
- **Sensory and/or Physical Needs** e.g. hearing impairment, visual impairment, multi-sensory impairment, and physical disabilities requiring additional support.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How do we know if your child needs extra help and what should you do if you think your child may have special educational needs?

Parents know their children best. If you have any concerns about your child, please speak to your child's class teacher as soon as possible, as early intervention can make a big difference.

When you speak to your child's teacher, please bring along anything you feel will be helpful in the discussion, such as your concerns and observations – examples of difficulties you see at home. You may have GP letters and appointments which you have attended, which might help to identify the issues more clearly. It may be appropriate to book hearing/eye tests and arrange a visit to the GP, to check if there could be a cause of the difficulty. The class teacher will work with you and will liaise with other staff (including the SENCO) to address your concerns.

Alternatively, the class teacher may identify difficulties or areas of weakness. We place significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities. Teachers regularly assess and monitor all the children in their class. A range of information is used to identify children who may require additional support.

This includes:

- Observations
- Discussion with previous teacher/setting
- National Curriculum Expectations/EYFS Milestones
- PIVATS
- Discussion with parents/carers.

All teachers receive frequent training to assist them in identifying early indicators associated with a range of special educational needs. Sometimes, the teachers may recommend a referral to a local health service (SALT, OT, etc).

The school uses CPOMS to record observations/incidents/discussions which form part of the initial identification. All staff liaise regularly with the SENCO to share concerns and discuss appropriate support.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

A child or young person may have a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils *may be* identified as having SEN if their development in all or any of the four areas mentioned is:

- Very different from that of their peers starting from the same baseline
- Significantly slower than that they previously attained
- The gap between the pupil and their peers widens
- Support is required to prevent a progress or developmental gap is growing wider
- Have social, emotional and mental health needs that require additional support and intervention.

Only after a period of ongoing monitoring and adjustments will a child be placed on the SEN Register if it is felt that the support required is '*additional to and different from*' that of other children of the same age.

This will be discussed and a meeting with parents/carers will advise them of this move onto a 'Individual Education Plan' (IEP) and in some cases a move onto the school SEN Register. The purpose of identification is to plan what action is needed in order for all children to achieve their potential.

How will my child be supported at school?

As a mainstream school we do not offer specialist provision for one particular SEND need, but staff have regular training to ensure that children with SEND are well supported and catered for.

The achievements, attitudes and well-being of all our children matter and we work together as a strong school team to meet any additional needs.

We have good links with other professionals and outside agencies who can provide support for your child and family, should the need arise.

Universal Provision: Quality First Teaching (QFT)

Quality First Teaching is the high-quality teaching that all pupils receive in the classroom. It is the foundation of inclusive practice and should meet the needs of the vast majority of learners, including many pupils with SEND. It includes:

- Clear lesson objectives and success criteria
- Effective questioning
- Explicit instruction and modelling
- Regular formative assessment
- High expectations for all pupils
- Opportunities for practice, retrieval and feedback
- A positive and inclusive classroom environment
- Co-regulation strategies
- Reasonable adjustments, e.g. extra processing time, sensory breaks, predictable routines
- Adaptive teaching strategies, e.g. visual supports, breaking tasks into smaller steps, pre-teaching vocabulary, scaffolds such as writing frames, offering alternative ways to record learning

SEND Support

SEND Support is the next level of provision used for pupils whose needs can be met from the school's ordinarily available provision and resources, without the need for an Education, Health and Care Plan (EHCP). It is designed to:

- Identify and address barriers to learning.
- Enable pupils to make progress towards agreed outcomes.
- Support access to the curriculum and wider school life.
- Develop independence and confidence.
- Prevent needs from escalating where possible.
- Ensure a graduated response to meeting SEND needs

Underpinning all of our SEND Support provision in school is the **graduated approach** cycle:

Assess:

Assessments are made by class teachers, SENCo or professionals, as required. As well as those used across the school for all children (eg. assessment for learning in all lessons, three teacher assessments of progression against age-related descriptors/ PIVATs, annual assessments etc.), when appropriate, we request specific

assessments according to the needs of the pupil. (For example, this may include involvement of specialist teachers.)

Plan:

Personalised targets are set with pupils and parents and reviewed at least three times each academic year.

Do:

Provision is implemented by teachers, skilled teaching assistants, specialist teachers or professionals according to the needs of the pupils. Adaptations are made to the curriculum in response to each pupil with SEND needs. Sometimes this will involve group intervention or a 1:1 individualised learning programme. Sometimes adaptations may need to be made to the learning environment. This could be for a variety of reasons e.g. accessibility or sensory processing difficulties. The school will endeavour to make reasonable adjustments to the learning environment, where the school budget can sustain this.

Review:

Progress against targets is monitored on a daily and weekly basis by teachers. The SENCo and SLT oversee the progression of children against their targets on at least a termly basis. Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

All teachers are responsible for every child in their care, including those with special educational needs, and work closely with support staff, the SENCo, and Head Teacher to ensure the best possible provision.

If your child has an SEND Support Plan (IEP) you will be invited to attend a review meeting each term. At that meeting, the progress of your child will be discussed with a plan to support your child will be drawn up. Your contributions to this process are invaluable. Your child's class teacher will give you strategies and resources to help you support your child at home.

The school's SEND Policy includes more in-depth information on how Graduated Response is used by staff to identify and support needs.

Some examples of the types of Intervention we provide:

- **Communication and Interaction:** Talkabout Program, Lego Therapy, Speech and Language Action Plan intervention, Confident Me Wellbeing support, guided social opportunities, social stories, Colourful Semantics, vocabulary mapping.
- **Cognition and Learning:** Pre-teaching, voice-to-text adaptive technology, Sensory Curriculum, Precision Teaching, IDL.
- **Social, Emotional and Mental Health (SEMH) Difficulties:** soft starts, timetable adaptations, pastoral support, Confident Me Wellbeing Support, Wellbeing Coach, calm room, sensory circuits, 5-point scale.
- **Sensory and/or Physical Needs:** fundamental skills program, calm room, REACH support

Support from Outside Agencies:

If school identifies your child as benefiting from specialist support from outside of school, you will be asked to give permission for a referral to be made to the appropriate specialist provider. The school can make referrals to lots of different professionals for support and advice. These include: school nursing team, speech and language therapist, physiotherapist, occupational therapist, specialist teacher and Reach behaviour support. Parents will be involved in discussions and IEPs will include the recommended advice.

Statutory Assessment:

Most children and young people with Special Educational Needs and Disabilities (SEND) have their needs met through high-quality teaching, reasonable adjustments, and SEN Support.

Some children and young people have more complex or long-term needs and may require support that goes beyond what schools can usually provide from their own resources. In these situations, it may be appropriate to request an Education, Health and Care Needs Assessment (EHCNA).

An EHCNA is a detailed assessment carried out by the Local Authority to decide whether a child or young person needs an Education, Health and Care Plan (EHCP).

An EHCP is a legal document for children and young people up to the age of 25 whose needs cannot be met through SEN Support alone. It describes:

- The child's special educational needs.
- Any relevant health and social care needs.
- The outcomes they are working towards.
- The provision and support required to help them make progress and achieve those outcomes.

Requesting an EHC Needs Assessment

Before requesting an EHCNA, schools will usually have followed the Assess, Plan, Do, Review process over time, gathering evidence about your child's strengths, needs, and the support that has been provided.

If, despite this support, your child continues to experience significant difficulties and requires provision that is not normally available within mainstream school settings, the school (usually through the SENCO) may request an EHC Needs Assessment from the Local Authority.

Parents and carers also have the legal right to request an EHC Needs Assessment directly. Information about how to do this can be found on the Lancashire Local Offer website.

To make a request, evidence is needed to show:

- Your child's strengths and areas of need.
- The support that has already been provided.
- The impact of that support.
- Why additional or different provision may be required.
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Once a request has been submitted, the Local Authority has six weeks to decide whether it will carry out an EHC Needs Assessment.

If the request is agreed, the Local Authority will gather information from a range of professionals involved with your child. This may include:

- School reports and assessments.
- Advice from an Educational Psychologist.
- Health professionals, where appropriate.
- Other specialist services involved with your child.
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The evidence is then reviewed by a panel of professionals, who will decide whether your child's needs require an Education, Health and Care Plan.

If an EHCP Is Issued

If the Local Authority decides that an EHCP is necessary, a draft plan will be prepared. Parents and carers will have the opportunity to review the draft and discuss the contents before the final plan is issued.

The entire process, from the request being submitted to a final EHCP being issued, can take up to **20 weeks**.

Funding and Support

Where an EHCP is issued, the Local Authority may provide additional funding to help meet the provision specified in the plan. This funding contributes towards the resources, staffing, interventions, and support required to deliver the provision outlined in the EHCP.

It is important to note that additional funding does not automatically mean that a child will receive full-time one-to-one adult support. The type of support provided will depend on the individual needs identified in the EHCP and the provision specified within the plan.

Monitoring Progress

The school has a robust system of regular assessment. Your child's progress is continually monitored by their class teacher.

Pupils' progress is tracked against national/age-related expectations.

Evidence of impact includes:

- Pupil is achieving or exceeding their expected levels of progress;
- The gap between the pupil's attainment and age-related expectations is narrowing: they are catching up to their peers;
- Verbal feedback from the teacher, parent and pupil;
- Formal or informal observations of the pupil at school.

For a small number of pupils, progress will be tracked against PIVATS (Performance Indicators for Value Added Target Setting), the Engagement Steps or Progression Steps.

We endeavour to fully involve parents and pupils by having:

- A well-developed pupil tracking system which focuses on the needs of all children in our care, enabling them to achieve which is discussed at Pupil Progress Meetings.
- A culture of high expectations for all our children.
- The school uses an online learning and communication platform: Seesaw. This enables regular communication between school and parents and to support their child's learning.
- The SENCO/class teacher may arrange extra meetings to discuss progress and learning plans with you if necessary.
- Individual Education Plans are written for children who require more support than that provided by Quality First Teaching. Children are asked for their views about their learning. Parents/carers are involved in planning for progress and 'next steps.'
- Children are baseline assessed on entry to EYFS
- The school administers YR1 Phonics Screening tests, Year 2 SATs (which are not compulsory), Year 4 Multiplication Test as well as Year 6 SATs.
- The school holds meet-the-teacher and parents' meetings.
- The class teacher writes an annual and mid-year report for your child.

- For children with an IEP, targets are reviewed at least three times a year with a discussion with parents on progress made.
- For children with an EHCP, an annual review meeting is held each year, (every 6 months for pupils under 5 year of age). The child's and parent's views are sought as part of the Annual Review process.

Roles within SEND

The Class Teacher

The class teacher is responsible for checking on the progress of your child and identifying, planning as well as the delivery of any additional help your child may need (this could be targeted work or additional support) and communicating this with the SENDCo, as necessary.

Class teachers also write pupil progress targets/ Individual Education Plans (IEPs), based on the smaller steps outlined in PIVATs (Performance Indicators for Value Added Target Setting), sharing and reviewing these with parents at least once each term and planning for the cycle of the graduated response. This ensures that teaching and learning are personalised for your child.

Support Staff

Support staff are employed by the school to give in-class support to pupils. Support staff will work with class teachers to implement programmes specified in each child's SEND support plan. They will also make contributions to the SEND review meetings and liaise with parents.

The SENDCo

The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, REACH.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.
- Monitoring the progress of pupils with SEND
- Evaluating the effectiveness of the school's SEND provision
- Liaising with the SEND link Governor.

The SENCO regularly attends Lancashire Inclusion Clusters, WRIST training and local Educational Psychologist training. Staff are regularly updated by the SENDCO on recent developments and advice to support their teaching.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head Teacher is also responsible for ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor

The SEN Governor is responsible for ensuring that the necessary support is given for any child with SEND who attends the school.

SEND Support at our school

As of September 2026, we have 8% of children receiving some form of SEND support and 2% of children with an EHCP.

The school is currently catering for a range of special educational needs including Specific Learning Difficulties (SpLD), Autistic Spectrum Condition (ASC), Attention Deficit Hyper Disorder (ADHD), Speech, Language and Communication needs (SLCN) and Social, Emotional and Mental Health needs (SEMH). There are also children with medical needs.

Inclusion

Children with SEND are enabled to engage in all activities available to pupils in school, including after-school clubs and other provision.

All pupils are included and planned for as part of the decision-making process when selecting off-site trips. When planning school trips, pupils with SEND will be included in the school risk assessment and careful plans will be implemented (in consultation with parents). If a pupil requires extra support at lunch and/or break times, this will be specified in the child's SEND support plan or EHCP.

Well-being Support

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. All school staff utilise trauma-informed practice when communicating with pupils. Co-regulation will be used to support pupils, and regulation skills are explicitly taught, where required.

The whole school follows a structured PSHE (Personal, Social, Health and Economic education) programme to support the emotional well-being of all children in school. We also run a 'A Confident Me' programme for KS2 pupils who may struggle to understand their emotions, have low self-esteem or may need some support in realising how special they are.

SEMH support;

- Staff receive training on how to support and identify underlying mental health concerns.
- NHS Primary Mental Health Worker is in touch with school, runs parent workshops and is available for parent consultations.
- Signposting to local support groups run by the Family Hub, CANW etc,
- School employ a wellbeing coach weekly to work and support pupils who require 1:1 intervention. This work is often focused on the whole family.
- The SENDCo or Head Teacher will make a referral to the Children and Families Well-being Service if a family is in need of support. This usually involves a Family Support Worker or Play Therapist working with the pupil and their family.

- The Golden Hill Outreach team can be used for pupils who require intervention due to their behaviour and SEMH needs.

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As a school, we recognise the importance of supporting all aspects of development. Difficulties associated with social, emotional and mental health needs can be very complex. If a pupil is observed to be experiencing difficulties, prior to the pupil reaching a crisis, the school will work with the family to gain early support and intervention. Sometimes this will be gained via an Early Help or Family Help Assessment and access to external services or it may involve partnering with a local specialist school for outreach support.

At St Teresa's, we have two Calm Rooms, one located within the KS1 area of the school and another located adjacent to KS2. These areas may be used as a positive means by which a pupil can withdraw from the classroom or other area when he /she is experiencing difficulties.

A very small number of pupils at St. Teresa's are directly taught to use the Calm Room as a coping strategy, i.e, instead of hitting out, losing control, or arguing, but to return when they feel more in control and able to resolve their difficulties. The Calm Room offers a safe, quiet space for the pupil to self-regulate their emotions and reflect upon their behaviour away from the situation.

Pupil Voice

Pupils' views are highly valued and their opinions are sought on many areas of school life, as well as their own learning.

We use a variety of methods for seeking pupil views:

- The school has an active School Council, where pupils are elected each year by their peers to represent their year group. In meetings throughout the year, the School Council consults with a member of staff about whole school plans, organising charity events and expressing pupil views on various matters.
- Pupil questionnaires are used annually to gather pupils' viewpoints.
- Pupils' views form part of their Individual Education Plan where they can share their strengths, successes and areas they would like support.
- Pupils are involved in evaluating their progress against targets on at least a termly basis.
- If your child has an EHCP, their views are sought before any review meetings and children often contribute individual reports and attend at least part of their review meetings.

Accessibility

The school is fully wheelchair accessible. To enable access for all visitors, staff, parents and pupils with disabilities, the school has ensured that all entrances are on ground level or have ramps. Most entrances are wide enough to accommodate a wheelchair. There is a disabled toilet in the school and a designated disabled car parking space.

The furniture in school is modern and of a suitable height appropriate to the age group of the children being taught. If appropriate, specialist equipment may be given to pupils e.g. writing slopes, pencil grips, etc.

In every classroom there is an interactive whiteboard installed. In addition to this we have a bank of laptops, tablets, headphones and recording devices. The school has a range of technology programmes to support pupils with SEND.

The school accessibility plan can be found on the school website.

Parental Involvement

St. Teresa's promotes a strong partnership with our parents beginning with induction meetings, when your child first enrolls at our school. At these, you have the opportunity to meet the teachers, teaching assistants and wider school staff as well as see your child's classroom. EYFS teachers meet with each family before your child starts at school to learn more about their likes, strengths and any challenges they may have. Stay and play sessions are offered by the Early Years Team once your child starts at school, where you are encouraged to come and play alongside your child in the Reception environment.

Throughout the school year, parents are invited to one informal parents' evening at the beginning of the academic year to meet your child's teacher and see their class environment. Parents are also invited to a formal parents' evening later in the academic year to discuss their child's academic progress. Parents will also receive a mid-year as well as an end-of-year report.

We actively encourage parents to come and speak to teachers, senior leaders and the SENCO at any point in the school year, should they have any questions or concerns. Through the Seesaw app, parents will receive updates on their child's week in school, photographs or activities as well as having the facility to message their child's class teacher.

We have parents who volunteer in school – if you are interested in this, then please contact Mrs Holmes. The PTFA hold regular meetings and events throughout the year to which you are encouraged to attend, along with other school celebrations.

Transitions

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from home/a childminder/ a pre-school or a nursery setting:

- The SENDCo will liaise with the staff/ SENDCo and/or parents and will gather all necessary documentation and information
- A transition programme will be arranged which meets the individual needs of your child
- Often, the SENDCo will attend a transition meeting, hosted by the early years setting. The SENDCo may begin to work with outside agencies to facilitate a smooth transition into school.

If your child is joining us from another school:

- The SENDCo will undertake a pre-visit where appropriate or speak to the previous school's SENDCo
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

When moving from Key Stage 1 to Key Stage 2:

- A transition meeting will take place and parents will be invited to attend
- Extra visits, if required, to the Key Stage 2 areas and new classrooms

In Year 6

- Each Year pupils visit their forthcoming Secondary School for a taster day and also secondary teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The SENDCo will discuss the specific needs of your child with the secondary school SENDCo.
- Children with an EHCP or issues relating to SEMH are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Contacts for Further Information

A parent/carer's first point of contact should be the child's class teacher to share any concerns or questions.

Parents/carers can also arrange to meet the SENDCo by contacting the school office. Additionally, the school can refer parents/carer to the following agencies for information and support:

Parent partnership, offering independent, free advice for parents of children with SEND: Monday to Friday 8am to 5pm Tel: 0300 123 6706. Email: information.lineteam@lancashire.gov.uk

In Lancashire, parents can be supported by the '[SENDIAS](#)' (IAS) SEND team. Advice can be sought via the authorities' [Local Offer](#). Information during Statutory Assessments can be sought via the Lancashire Inclusion Case Worker Helpline on: 01772 533900

Our Local Authority EHCP officer is Laura Thomas. She can be contacted at: West Lancashire Inclusion Team, Lancashire County Council, P.O.Box 100, County Hall, Preston, PR1 0LD, Tel: 01772 534859

Complains Procedure

In the event of a complaint, we find that most issues can usually be resolved through discussion, and we encourage open dialogue to try and resolve any issues together without having to instigate the formal complaints process.

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher.

If the concern continues, then the SENDCo and class teacher will work together with the parents to explore the concern/s and solve any problems.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher.

If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Parents can access our formal Complaints Procedures on the school website.

Next Review Autumn 2027