



SEND Information Report 2023 - 2024

<ul style="list-style-type: none"> The kinds of special educational needs and disabilities that are provided for. 	<p>St Paul's is a two-form entry mainstream primary school. St Paul's is an inclusive setting, which takes children from Reception through to Year Six.</p> <p>We fully comply with the requirements outlined in:</p> <ul style="list-style-type: none"> The Special Educational Needs Code of Practice (2014) Regulation 52 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. Section 69 of the Children and Families Act. <p>Staff have been trained so as to be able to cater for learners who may have difficulties with;</p> <ul style="list-style-type: none"> Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical Needs <p>We make reasonable adjustments to our practices to comply with the Equality Act (2010).</p> <p>Admissions for pupils with disabilities may be from the Local Authority (in the case of pupils with Education Health and Care Plans) or from parents. The SENDCO and Admissions Team use all of the information given to decide the reasonable adjustments that should be made to our provision and physical environment to enable the pupil with disabilities to attend and fully access curricular and extra-curricular opportunities (see also Accessibility Plan). A meeting will be held with parents in order to ensure that these adjustments meet their expectations; that they are involved in co-producing the plan and that it meets the holistic needs of the child and their family.</p> <p>We have staff trained in the following areas; ASD, ADHD, Speech and Language needs, Social and Emotional Development, Maths and Literacy intervention, Mental Health First Aid, Mental Health and Pupil Wellbeing, Attachment Disorders, Dyslexia and Sensory Integration.</p>
<ul style="list-style-type: none"> Policies for identifying children and young people with SEND and 	<p>The school has a Inclusion and Additional Needs/SEND Policy which can be found on the school website.</p>

assessing their needs, including the name and contact details of the SENCO.

The Special Educational Needs & Disability Co-ordinator (SENDCO) is Mrs Liz Edwards and she can be contacted via the school office on 01306 883547 or via email at info@stpauls-dorking.surrey.sch.uk Mrs Edwards is available on Mondays, Tuesdays and Thursdays but should you have a concern at another time then please leave a message with the office and she will contact you as soon as possible.

Tracking data and meetings with the senior leadership team (SLT), class teacher and Special Needs & Disabilities Co-ordinator (SENDCO) are used to identify those raising concerns re progress or other issues impacting on a child's learning. Children are continually monitored and concerns along with progress are closely tracked.

Parents/carers who have concerns can raise these with the class teacher, or with the SENDCO directly.

Children entering Reception with Special Educational Needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child's needs.

In collaboration with the SENDCO, class teachers set realistic and achievable targets for children. Parent/carers are offered a meeting to seek their views on the targets and co-produce these, where possible. A wide range of intervention programmes are used to support a child's area of need. Both teaching and support staff receive regular training and updates about new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.

Each term the Head Teacher reports to the Governors about the levels of special needs (SEN) within the school. There is an attached SEND Governor. Governors are informed of the progress made by children who have special needs regularly throughout the year.

Interventions and the impact they have had on children's learning and progress are monitored by teaching staff on a half termly basis and revised accordingly.

The SENDCO meets with class teachers on a termly basis to review progress made by children who have a special need.

Class teachers can approach the SENDCO or SLT if they have concerns about a child in the meantime.

The school operates an 'Assess, Plan, Do and Review' cycle, whereby each term class teachers first assess the child's needs then plan and map out the additional support and interventions to be carried out with the child. This assessment process is done using the guidelines in the 'SEND Profiles of Need' (Sept 2019) and The Surrey document 'Ordinarily Available

	<p>Provision.’ Clear targets are set and these interventions are then reviewed on a termly basis to check the impact they are having on the child’s progress.</p> <p>If, in consultation between the parents, teachers and SENCO, it is felt that a child might meet a particular diagnosis e.g. Autism; ADHD; Developmental Co-ordination Disorder; Developmental Language Disorder, then initial checklists are completed by parent/carer and teachers and the SENDCO will action a referral to diagnostic services through the Child and Family Health Service (CFHS) or the Neurodevelopmental Spoke, depending on their age. Referrals are never done without the full consent from and collaboration with the parents/carers. Parents/carers may also wish to access Private diagnostic services and in these cases, the school co-operates fully with external organisations to give a full picture of the child’s needs.</p>
<ul style="list-style-type: none"> • Arrangements for consulting parents of children with SEND and involving them in their child’s education. 	<p>The school has a regular reporting cycle for all children in the school, where parents are informed of their child’s progress.</p> <p>This cycle takes the form of three parents’ evenings; one per term. At these meetings class teachers will discuss a child’s pathway plan, the interventions they are accessing and the outcomes they are working on. They will also inform parents of the progress their child is making in class and within the additional interventions they are receiving. A progress review will be shared and discussed and then new targets will be co-produced, taking the views of the child into account either through using the One Page Profile, or wherever possible, with the child participating in the conversation. At these meetings, teachers will also share ideas with parents about how they can further support the targets the child is working on at home.</p> <p>In the Summer term, parents will receive a formal written report, detailing their child’s progress in all areas of the curriculum as well as information about their child’s general progress. Following the Summer reports, parents are invited to come in and have a look at their children’s work and will be offered a final SEND Parent’s meeting to share progress over the year, and next steps.</p> <p>Parents are invited to speak to the class teacher, sometimes alongside the SENDCO, should they have concerns about the overall progress of their child. A Year Group email enables parents to have direct communication with class teachers. Parents are able to arrange additional meetings via this route, through accessing teachers on the gates, or via the school office. Meetings with teachers/SENDCO can be conducted via Teams as well as in person.</p> <p>The SENDCO holds regular meetings with parents and often outside agencies to discuss progress and to identify the best ways to address a child’s needs.</p> <p>EHCPS are reviewed annually in a meeting with parents and other professionals as part of the statutory process.</p>

	<p>The school holds training for parents such as maths evenings and reading evenings to inform parents of how these subjects are taught and to model strategies such as calculation methods.</p> <p>Parents are welcome to volunteer to come in regularly to hear readers. Class teachers can be approached if you wish to volunteer and they will give advice on how to support the children and to feed back. All regular volunteers require a DBS (Disclosure and Barring Service) check, forms for which can be obtained from the school office.</p> <p>The parent association-FOSPA- is open to all parents and is well advertised. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. FOSPA can be contacted at FOSPA@stpauls-dorking.surrey.sch.uk</p> <p>Parents with particular skills sometimes come in to share those with a class, if their skills are relevant to the topic being studied.</p> <p>We have a new SEND Parent Panel of ten parents who we consult with about changes at Government and School level and from whom we seek views as to how to plan and resource our SEN offer. We communicate local events directly to the SEND parent body e.g. SESDA (South East Surrey Dyslexia Association) talks; coffee mornings.</p> <p>For further information, parents are directed to the Surrey Local Offer: the online hub for 0-25 year olds with SEND in Surrey: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page.</p>
<ul style="list-style-type: none"> • Arrangements for consulting young people with SEND and involving them in their education. 	<p>The school holds termly data meetings for every class in the school. When there are concerns about progress for a child, the SENDCO, class teacher and senior leadership team liaise with each other. Following the sharing of information, decisions are made about the most appropriate support to put in for the child.</p> <p>At this stage, the child is then spoken to about the additional support they will be receiving. Teachers sit down with the child and have a discussion about the child's strengths and what helps them to learn best. Together with the child, a one page profile is completed. This profile is later shared with parents as part of the process for creating a Pathway Plan for the child.</p> <p>The one page profile is important for giving staff a clear overview of the whole child. We feel it is important to have the views of the child so that they feel involved in their own learning.</p>

	<p>At the end of each term when interventions are fully evaluated, children are involved (where appropriate) in discussing the effectiveness of the interventions they have received. We generally find our children are able to recognise what has worked well for them and what has supported them in their learning, as well as being able to say what they need to continue to work on.</p>
<ul style="list-style-type: none"> • Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review. 	<p>We follow clear guidance for age related expectation and targets as set out by the Department For Education. Ultimately, we are striving for children to achieve their full potential.</p> <p>During our 'Assess, Plan, Do and Review' cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. Tracking data, along with observations/discussions by staff, help to inform how well a child is doing.</p> <p>Children's targets are discussed with parents every term, as well as informally should parents want regular updates. At parent's evening, teachers will discuss the targets a child is currently working towards and explain how the learning/interventions are planned to support these targets. Pathway Plans (which document the targets) may also indicate how parents can support their child's learning at home.</p> <p>Each child's annual school report identifies how the child's attainment compares to the national expectations, using language such as in line, below expectation, above expectation.</p> <p>Curriculum maps are sent out to parents to inform them of the curriculum for each year group; these are also posted on the website.</p> <p>Annual Parents' Information evenings help to update parents and advise them how best to support their child's learning. These have included maths evenings, reading evenings and a 'How Children Learn' evening.</p> <p>If a child is involved in additional interventions and is on the Special Needs Register parents will receive termly details of the targets they are working on. These targets will often include a target that can be worked on at home.</p> <p>Initial teacher meetings at the start of each academic year ensure that parents are aware of the expectations for that particular year group.</p> <p>We also have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.</p>

- Arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

In the Early Years, our Reception class teachers offer an initial meeting with parents and children before they start. This is an opportunity to discuss any concerns the parent may have and it provides staff with an opportunity to meet the child.

Records for each Reception child are shared by preschools and nurseries. Children are encouraged to do a visit whilst at pre-school. Our Reception teachers go and visit most children in their pre-school setting and where possible, they are accompanied by the Learning Support Assistants who will be working in Reception too. Additional visits can be arranged if needed.

Our Reception start at the end of the first week of term, finishing at lunch time for the first few days before becoming full time from the third week of term.

When our Reception children begin to stay for full days they are paired up with an older buddy to support them. The buddies come and read with their Reception partner and help them during the lunch play for the first few weeks.

Children joining the school during the academic year often have a tour of the school from a peer. Where possible they have an afternoon/hour in their new class before their start date. Parents can meet their class teacher and/or SENDCO to discuss the child's needs.

We are fortunate to have strong links with our two local secondary schools; The Priory and The Ashcombe. Each year we hold meetings with staff from both schools. Year 6 teachers meet with Year 7 Heads of Year to share an overview of all our individual learners including those who have additional needs. The SENDCO meets with SENDCO's from both schools to share an overview of each child with SEND. Good practice is shared so that transition to the next phase is made easier.

In some cases, staff from the secondary schools come in to work with the children to give them a familiar face when they transfer.

Where Secondary schools offer a transition programme over the Summer holidays; school refers Year 6 children who would benefit, directly. This provides an opportunity for children to familiarise themselves with their new school setting, in a relaxed and informal manner.

Visits to the secondary schools are encouraged and all children are encouraged to attend the induction day for their chosen secondary school.

Where we know there are likely to be high levels of anxiety, we can send staff along for parts of the induction day. We also offer small support groups for children and/or specific transition resources in the months leading up to leaving.

	<p>In some cases, particularly for those children with an EHCP, additional visits are arranged to help the child familiarise themselves with their new environment.</p> <p>In cases where a child is moving on to specialist provision, we also liaise closely with the new school. We are able to arrange visits, often with a member of our staff. Children are encouraged to attend the induction day for their school. We also make sure we do a thorough handover between the SENDCO and the SENDCO of the new setting, so that the transition is as smooth as possible. A member of staff from the new school will be invited to come and visit the child in our setting, so that the child has a familiar face. In some instances, the schools provide us with materials such as photos to share with the child prior to the transfer. This can help make the transition as smooth as possible.</p> <p>When completing one page profiles, staff have conversations about a child’s aspirations and future goals and this is also revisited during the annual review process for pupils for EHCPs. Parents are consulted about preparing their children for adulthood and these views are recorded in the annual review. Children regularly have opportunities to discuss their life experiences, choices and challenges at an age-appropriate level through assemblies, and clear programmes of Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE); children with SEND are supported to participate fully in these sessions.</p>
<ul style="list-style-type: none"> • The approach to teaching children and young people with SEND. 	<p>All our teachers are teachers of pupils with SEND. We adopt a graduated approach to meeting needs, through quality first teaching, our staff make adjustments, to help include all children, not just those with SEN.</p> <p>Children entering Reception with special needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child’s needs.</p> <p>In collaboration with the SENDCO and parents, class teachers set realistic and achievable targets for children.</p> <p>A wide range of intervention programmes are used to support a child’s area of need. Teachers and SENCO can consult the Inclusion and Additional Needs (IAN) document to give guidance on which interventions might be suitable for different groups and the Interventions offer will vary according to the needs of different cohorts and individuals. The Ordinarily Available Provision document from Surrey and the Ordinarily Available Provision checklist, also informs this process. Both teaching and support staff receive training and updates re new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.</p>
<ul style="list-style-type: none"> • How adaptations are made to the curriculum and the 	<p>Our staff make reasonable adjustments to include and support all learners. Teachers put a lot of time and effort in to differentiating approaches and resources in all areas of the curriculum to meet the needs of all the children in their class. Learning styles are carefully considered as well as the level of support required by some children.</p>

learning environment of young children and young people with SEND.

We often do pre-assessments of children's learning before we teach a new unit of work. This enables teachers to ensure that the pitch of the unit is correct for all children in the class. As new topics are taught across the curriculum areas, teachers adapt their planning accordingly for their class. E.g. in maths planning is often done on a daily basis as teachers assess how children have responded to the concept taught. This means they can plan for the next day based on what may need to be revisited or what may need to be taught to move children on in their learning. Maths planning is often amended and altered through the week, to make the necessary adjustments to ensure concepts are fully grasped by children.

Groups are fluid across the subjects and within a subject e.g. a child may be capable in one aspect of maths but struggle with another aspect - staff use a wide range of resources to facilitate learning, as well as grouping children where additional support is needed.

We have an accessibility plan which shows how adaptations are made, not only to the built environment but to the learning environment and how information is accessed by learners and their parents. Should you require information in audio form or large print this can be obtained from our school office.

Our physical environment has been adapted to ensure wheelchair access. We have disabled toilets and ramps within the building itself. All classrooms are carpeted and most have blinds and lowered ceilings to reduce echo/background noise

Interactive whiteboards have a variety of coloured backgrounds, which can be changed to meet the needs of those with visual impairment.

The school is able to access support from the Local Authority to meet the needs of parents who may have English as an additional language to ensure that communication levels are maintained.

The school liaises with the physical and sensory support team to address the needs of those children with physical, visual or hearing difficulties.

Some of our pupils with specific conditions have individual work stations which they can choose to access within a quieter area of the classroom; sensory resources and/or a programme of learning breaks to support their attention and concentration skills.

Some of our pupils with fine motor difficulties may access writing through the use of a laptop and/or use a writing slope and adapted pen.

	<p>Children with speech and language difficulties and English as an Additional Language are offered pre-teaching to enable them to develop their understanding and rehearse key concepts and vocabulary before they have a lesson on a particular topic. The PORIC intervention also specifically assesses and teaches concepts ‘gaps’ to address this as a barrier to understanding language used in classes. Teachers are also given guidance on how to use language at different levels in foundation subjects in order to ensure inclusive participation for all, and challenge for those who need it.</p>
<ul style="list-style-type: none"> • The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured. 	<p>The school is currently part of a partnership of local schools, which have access to external support from Language and Learning Support, Educational Psychologists, Behaviour Support and CAMHS. We also receive ASD outreach support from the Freemantle’s School.</p> <p>Some of our teachers and Learning Support Assistants have received ASD training from Linden Bridge. Members of staff working with children with specific conditions complete online training packages on e.g. ASD, ADHD, through Educare. Staff are directed to training courses which have other specific relevance for key children they are working with: e.g. training in Memory Difficulties; Positive Handling; Phonological Awareness; Literacy for All; Lego Therapy; Dyslexia Training; Occupational Therapy.</p> <p>We currently have three members of staff who are ELKLAN trained and are thus able to support those with speech and language difficulties. They have had further experience in the use of PORIC vocabulary interventions; assessment tools such as Blank Levels, Renfrew, Speech Screens and TalkBoost. These members of staff are also ‘Communication Champions’ and receive regular updates and training opportunities from the Surrey Speech and Language Service. This has included training in Developmental Language Disorder and Vocabulary Acquisition.</p> <p>Two members of staff are trained in ‘Rapid writing’ intervention.</p> <p>One member of staff is trained in ‘First Class at Number 2’ maths intervention; and two members of staff in ‘First Class at Number 1’.</p> <p>We have four trained ELSAs (Emotional Literacy Support Assistant) on the staff. One of these ELSA’s offers targeted programmes in six week blocks to children with a range of emotional and social needs. The other ELSAs are able to offer check ins and a listening ear to those who may need it, on an ad hoc basis. This is supplemented by the daily provision of Talktime, a drop-in listening service available to all ages, staffed on a rota by one of our five Mental Health First Aiders.</p> <p>We employ a Home School Link Worker for one day a week to offer support to both parents and pupils and provide a link between home and school. Information about her services can be obtained via the school office.</p>

	<p>The SENCO liaises regularly with outside professionals such as the Educational Psychologist, the Home School Link Worker, Speech and Language therapists, Autism Outreach Services and the Specialist Teaching Team. In some cases, the SENDCO is able to make individual pupil referrals to these services to secure assessment and or advice to help support a child.</p>
<ul style="list-style-type: none"> Evaluating the effectiveness of the provision made for children and young people with SEND. 	<p>The school matches its resources to children with special needs according to the level of each child's needs.</p> <p>We review the needs of all children in the school and endeavour to put in place provisions in order to be able to cater for these needs.</p> <p>Some of the funding the school receives may go towards funding staff training, so that staff are more skilled at supporting differing needs.</p> <p>The SENDCO and members of the SLT carry out observations of whole class teaching and intervention groups, as well as carrying out learning walks, which include reviewing how provision is delivered and help to maintain standards through quality assurance.</p> <p>For children with more severe or more specific needs, resources are used to provide additional intervention in order to support a child's progress.</p> <p>In cases where a child has been identified as having an EHCP, which requires a number of hours of support to be given to a child, then resources are provided as set out in the child's plan.</p> <p>Each term we look at the impact each intervention has had for individual children. This helps us to make decisions about whether specific interventions are proving to be effective both in terms of time spent on them and cost of the intervention.</p> <p>Each year we review the needs of all the children in the school to see if there is a change in the overall makeup of the school. Decisions are then made as to whether to put any additional interventions in place.</p>
<ul style="list-style-type: none"> How children and young people with SEN are enabled to engage in activities available with children and young people in the school 	<p>We have a whole school approach to inclusion which supports all children engaging in activities together.</p> <p>All children are encouraged and supported to participate in trips. Special measures are taken to ensure that any child who has a specific need or difficulty has a designated adult with them i.e. a Learning Support Assistant or parent. We make reasonable adjustments so that learners can join in with activities, regardless of their needs. For instance, all children with additional needs participated fully in our Skateboarding Workshop; Strictly Come Dancing day; all year group trips and workshops, external swimming lessons and Bikeability.</p>

<p>who do not have SEND.</p>	<p>All children are actively encouraged to participate in a club and staff are made aware of any additional provision they may need to make to accommodate this. We monitor attendance at clubs and we adapt our clubs provision to offer wider opportunities that encourage SEND children to attend: e.g. last year 'Comic Book club' was added to the list of extra-curricular activities to respond to the interests of our SEND cohort.</p>
<ul style="list-style-type: none"> Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying. 	<p>We have a highly experienced team of teachers and Learning Support Assistants who nurture our pupils. Children are aware that if they have a concern they can speak to an adult. Classes have a 'Share box' where they can write down and leave their worry if they do not want to approach their teacher directly. The teacher can then speak to the child about their worry at a quiet time. We have five staff trained as Mental Health First Aiders. This allows us to offer a daily drop in session every lunchtime, known as 'Talk Time'. Children are regularly reminded that they can access these sessions to talk about any problem or concern that is troubling them.</p> <p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. www.stpaulsschool-dorking.co.uk/page_viewer.asp?page=Policies&pid=15</p> <p>We take steps to ensure that pupils with SEND are not treated any less favourably than other pupils and offer assemblies to increase awareness and understanding of neurodiversity among pupils. We record and challenge any negative comments and interactions and conduct restorative conversations between groups of children to foster more positive, inclusive views.</p> <p>Our PSHE lessons look to develop emotional and social development. Within these programmes of study we also look at the impact of bullying and how to address these types of behaviours.</p> <p>The school has a Home School Link Worker who meets regularly with parents and children who have been identified as needing some emotional support and/or logistical support/signposting to services outside of school.</p> <p>The Head or SENDCO meet regularly with Home School Link Worker to identify and share any concerns and to ensure best support is in place for the child.</p> <p>We also have four ELSAs (Emotional Literacy Support Assistants) who are able to support children in their emotional and social development. They are able to address a variety of needs including low confidence and self-esteem. One of our ELSAs offers blocks of formalised support and the others offer ad hoc support and check ins.</p> <p>At playtimes there are playground leaders to support those who may need help. We also have a playground bench where children who are feeling lonely or in need of someone to play with can come and sit and wait for a 'friend' to come and play with them. Four days a week, the SENDCO offers 'Safe Space' provision in the garden at lunchtimes. This is for children on the SEND register who may find the playground overwhelming, for children with any form of communication or hearing difficulty and also for those who are identified by teachers as struggling to manage feelings and behaviour. This is</p>

	<p>an optional space where children can take part in sensory activities such as digging and other nature based activities such as making bug hotels.</p> <p>We have ELKLAN (speech and language) to support those who may need additional support in sharing and articulating their views. We have staff trained by our Link Educational Psychologist to offer the Circle of Friends intervention to support social skills and social inclusion of vulnerable pupils.</p> <p>The school has a clear medicines policy. For children who are taking long term medication, this can be administered by the office staff.</p> <p>For those who need it we draw up specific plans through risk assessments. We risk assess where children show behaviours that are unsafe and put additional adult support or other measures in place. We have a behaviour policy specifically for children with additional needs and have immediate access to colleagues within the Surrey Specialist Teaching team for advice and resources where there are behavioural concerns. We can refer children for additional support from the home school link worker and, if needed, provide additional support in class.</p>
<ul style="list-style-type: none"> • How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families. 	<p>At St Paul's we are concerned with the overall development of all our children. At times this may necessitate working with agencies outside the school setting.</p> <p>We regularly hold meetings where professionals outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child.</p> <p>We have strong working relationships with a variety of agencies e.g. Social Services, Specialist Teachers for Inclusive Practice, Autism Outreach services, Educational Psychologists, CAMHS (Child and Adolescent Mental Health Service) and Speech and Language support. We regularly engage these services to come in and observe some of our children, carry out assessments and offer teachers advice and guidance as to how best support individual children's needs. Many of these services also meet with parents to inform them of assessment findings and share advice and strategies for both school and home.</p> <p>We have a particular duty to ensure that children looked after (CLA) and children previously looked after (P-CLA) are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher, meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) for children looked after (CLA) is produced termly to support the child's development.</p>

- Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The SENDCO at the school is Mrs Edwards who can be contacted on 01306 883 547.

In the first instance, if a parent has a concern they are advised to contact their child's class teacher. If the matter cannot be resolved at this stage then the SENDCO and/or Head Teacher may become involved and a meeting convened to discuss the nature of the complaint and to look for a resolution to the issue.

A copy of the school's complaint procedure can be found on the school's website.

The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service (SSIASS)

<http://www.surreyparentpartnership.org.uk/>