



Special Educational Needs and Disability Policy

2016-17

TOGETHER WE

Inspire Enjoy Achieve



Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

Special Educational Needs and Disability Policy

Contents

- 1. Introduction**
- 2. Roles and Responsibilities**
- 3. Aims**
- 4. Objectives**
- 5. Arrangements for Co-ordinating SEN Provision**
- 6. Identifying Special Educational Needs**
- 7. Identification of pupils' Needs - A Graduated Approach to SEN Support**
- 8. SEN Support**
- 9. Exiting the register**
- 10. Training and resources**
- 11. Supporting pupils and families**
 - **Admission Arrangements**
 - **Assessment Arrangements**
 - **Transition Arrangements**
 - Starting school
 - Within school
 - Transfer to Secondary School
- 12. Accessibility**
- 13. Medical Needs**
- 14. Bullying**
- 15. Storing and Managing Information**
- 16. Complaints Procedure**

Godmanchester Community Education Trust Vision Statement

GCET will provide high quality, inspiring education, ensuring each child develops to reach their full potential.

Our Shared Values:

Aspiration: In all areas of our work we will aspire to achieve the best that we possibly can.

Caring: We care about all member of our community and ensure everyone's well-being and safety is paramount.

Challenge: We will continually challenge ourselves and each other to improve in our work.

Determination: We will succeed in what we do through our determination and resilience.

Enjoyment: Our schools will be positive environments where we all enjoy what we do.

Respect: We expect all who are involved in our schools to display respect to each other at all times.

Sharing: We will always work as a team, sharing experiences and working together to excel in everything we do.

1. Introduction

The coalition government has issued new guidance for the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The local offer can be found on the website below.

www.cambridgeshire.gov.uk/Send

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 and has been written with reference and due regard to the following guidance and documents.

- **Equality Act 2010: Advice for schools DfE Feb. 2013**
- **SEND Code of Practice 0-25 July 2014**
- **Schools SEN Information Report Regulations 2014**
- **Statutory Guidance on supporting pupils at school with medical conditions April 2014**
- **The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013**
- **Safeguarding Policy 2014**
- **Accessibility Plan**
- **Teachers Standards 2012**
- **This policy was created following the reforms in the SEN Code of Practice 0 – 25 July 2014.**

2. Role and Responsibilities

- The person responsible for overseeing the provision for children with SEN is Mrs Claire Wood (Head of School)
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Victoria Stanley (SENCo) and Mr. Roger Coxhead (Chair of Governors).

Contact Details

Phone Number 01480 375115 or e mail
gcahead@godmanchestercommunity.co.uk
senco@godmanchestercommunity.co.uk

Everyone in the school community – Governors, staff, pupils and parents have a positive and active part to play in achieving success for *all* children

Governors

- By fulfilling their statutory duties to pupils with special educational needs.
- By securing appropriate resources.
- By establishing a policy which has regard to the Code of Practice 2014 on the identification and assessment of special educational needs and by participating in appropriate training.

Staff

- By having direct responsibility and accountability for the progress and development of pupils in their class.
- By working in partnership with the Special Needs Co-ordinator, pupils, parents and other agencies and by participating in appropriate training.
- By making themselves aware of the school's SEN policy and procedures for identifying, monitoring and supporting pupils with SEN
- By having responsibility for assessing, planning and reviewing progress of SEN children and reporting to parents.
- By ensuring all written evidence is stored in the correct place and within the correct time frame.

Pupils

- By having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.

Parents

- Through consultation and by working in partnership with the school to help meet their child's needs.

Teaching assistants:

- By contributing to the planning and evaluation of work programmes for individual pupils
- By providing learning support to children with significant needs
- By providing information to the teacher about progress of children they work with
- By encouraging and promoting inclusion in the classroom

Special Educational Needs Co-ordinator

- Oversees the day-to-day operation of the schools special needs policy
- Co-ordinates provision for children with SEN
- Advises on the graduated approach to providing SEN support
- Liaises with parents of pupils with SEN
- Is a key point of contact with external agencies and support services
- Works with the Head of School and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to making reasonable adjustments and access arrangements.
- Ensures that the school keeps the records of all pupils with SEN up to date.

3. Aims:

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. Teachers will use their best endeavours to ensure that such provision be provided through high quality teaching.’ (Code of Practice, section 1.24)

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

4. **Objectives:**

- **Staff members seek to identify the needs of pupils with SEN as early as possible.**
This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** The children will be carefully monitored and progress regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. The SENCO, senior management team and Head of School will be responsible to ensure this happens.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Godmanchester Community Academy receives further support from SEND Specialist Services (Specialist Teachers, practitioners, and Education Psychologists), Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Health, Occupational Therapy Service and the Locality Team.

5. **Arrangements for Co-ordinating SEN Provision**

The SENCO will hold details of all SEN records such as the SEN Register, Assess Plan Do Review One forms and records of visits from external agencies.

All staff can access the following documents:

- Godmanchester Community Academy SEN Policy.
- Godmanchester Information Report
- Information on individual pupils' Special Educational Needs
- Guidance on identification of SEN in the Code of Practice.
- Information available through the Cambridgeshire SEND Local Offer
- Information on individual pupils' special educational needs.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

6. **Identifying Special Educational Needs**

Class teachers, supported by the Middle and Senior Leadership Teams, will make regular assessments of progress of all pupils. They will identify any pupil making less than expected progress.

- Where pupils' progress is significantly slower than that of their peers or fails to make adequate rates of progress despite high quality teaching and targeted interventions for specific areas of difficulty, it may be that the child has SEN.

The purpose of identification is to work out what action is to be taken not to fit the pupil into a category of SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Other exceptions are listed below on the next page.

The Code of Practice identifies four broad areas of Special Educational Need:

Communication and Interaction

These are children who have speech, language and communication needs (SLCN) and have difficulty in communicating with others.

Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

Cognition and Learning

Children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties; severe learning difficulties where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication and specific learning difficulties which affect one or more specific aspects of learning.

Social, emotional and mental health difficulties

These difficulties may manifest themselves in many ways including being withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other disorders include Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory, and/or Physical difficulties

Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related. Some children with visual and hearing impairment or multi sensory impairment may need specialist support and equipment.

Children with a physical disability require ongoing specialist support and equipment to access all the opportunities available to their peers.

What is not considered a Special Educational Need

There can be many reasons for learners not achieving age related expectations. These may include:

- Absences from school
- Attending lots of different schools
- Difficulties with speaking English
- Worries that distract them from learning
- Being a Looked After Child
- Being a child of Servicemen/women
- Being in receipt of Pupil Premium Grant
- Children whose language is different at home to the language in which they will be taught.

Persistent disruptive or withdrawn behaviours will no longer be an acceptable way of describing SEN. Assessments will be used to determine whether there are any causal factors as undiagnosed learning difficulties with communication or mental health issues. If there are external factors contributing to the behaviours then a multi-agency approach may be appropriate.

The school understands that children who experience these barriers to learning are vulnerable. This does *not* mean all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN

7. Identification of pupils' Needs- A Graduated Approach to SEN Support

A Graduated Approach to SEN Support:

High Quality Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance will be monitored.
2. The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression
3. Once a pupil has been identified as *possibly* having SEN, they will be closely monitored by the teacher and other staff in order to gauge their level of learning and possible difficulties.
4. During this process the SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register, they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The pupil is monitored if concern is raised by the parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings and parent consultations are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.
10. If there continues to be a lack of adequate progress against school criteria then advice will be sought from the Specialist Teaching Team or other professionals. This is usually done by opening a Common Assessment Framework (CAF).
11. Recommendations will be planned for, assessed and reviewed. Only when there is still a lack of progress will a request be made for an EHC plan through a CAF review or progress review.

8. SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Pupils are only identified as SEN if they do not make adequate progress once they have had all interventions and good quality personalised teaching. Section 6.37 onwards from the Code of Practice.

Assess

In identifying a child as needing SEN support the teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning should be clearly identified, challenged and interventions implemented. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEN support, parents must be informed in writing. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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

Do

The teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Where this assessment identifies lack of progress, the SENCO will advise and liaise with outside agencies.

Review

Reviewing pupil progress will be made at termly data checks by the Head and Senior Leadership team. The review process will evaluate the impact and quality of the support and interventions along with the view of the pupil and their parents. The parents should have clear information about the impact of the support enabling them to be involved in planning next step learning.

Referral for an Education, Health and Care Plan:

If a pupil continues to have significant difficulties, the decision by professionals and parents involved with the pupil may decide to proceed with the Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

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

- Teachers
- Parents
- SENCo
- Social Care
- Health Professionals
- SEND Specialist Services
- Speech and Language Service
- Occupational Therapy and Physiotherapy Service

Information will be gathered relating to the current provision and sent in to the Statutory and Resources Team (START). A decision will be made by a panel of people from Education, Health and Social Care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed regularly including the Local Authority's annual review, by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The local authority may cease to maintain an EHC plan only if it determines that it is no longer necessary for the plan to be maintained or if it is no longer responsible for the child.

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

www.cambridgeshire.gov.uk/Send

9. Exiting the SEN Register

Through careful monitoring, assessments and discussions about pupil progress with parents some children will make sufficient progress and will be taken off the school SEN register. Careful monitoring will continue.

10. Training and resources

Allocation of Resources for pupils with SEN

All pupils with an EHC Plan will have access to resources provided for in the school's SEN budget. For those with the most complex needs, additional funding (High level needs HLN) is allocated by the Local Authority following an application to a panel who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO and senior leadership team to agree how the allocation of resources is used.

The Head of School, SENCO and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The school has a continuing commitment to purchase appropriate resources for pupils with SEN. We follow LA guidance to ensure that all pupils' needs are appropriately met. A number of SEN pupils may also receive intervention funded by Pupil Premium allocation.

Training of Staff

All of our teachers will have access to support in teaching pupils of SEN when appropriate and access to advice, information and resources. Teachers are encouraged to undertake training to enable them to teach all children effectively and to maintain and develop the quality of teaching. Teaching assistants have regular in-house training and are able to attend training courses specific to the needs of a particular child or group of children they are supporting.

The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

11. Supporting pupils and families

The Cambridgeshire Local Offer can provide parents and pupils with further information about what they can expect from the Local Authority in terms of support for pupils.

The school has a Statutory requirement to provide a SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act).

Agencies which can support parents and pupils include the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).

The staff at Godmanchester Community Academy will continue to forge home school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in the strategies instigated. Parent consultation meetings are held twice a year in the Autumn and Spring terms.

SEN information and leaflets are available in a number of community languages through the SENDIASS.

The school's SEN Policy is available in school and parents are welcome to request this, it is also available on the school website.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. Entry to the school may need to be planned including staggered entry or part-time entry to meet the needs of the pupils.

In the case of pupils with an EHC Plan, the SENCO will work closely with the parents and professionals involved in the EHC Plan. The County admission criteria states that pupils with an EHC plan will take priority. No pupil can be refused admission solely on the grounds that he/she has special educational needs.

Assessment Arrangements

Pupils are supported to access all Statutory Assessments.

The SENCO checks the access arrangements for statutory tests in years 2 and 6 and discusses the pupils with the class teacher. The criteria for extra time are carefully examined and considered. These arrangements are applied for in accordance with the guidance on the DFE website.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or school and will do what we can to make transitions between classes including nurseries as smooth as possible.

Starting School

There are good links between school and local pre-schools; teaching staff visit to discuss pupils, including those with SEN, when they are about to start school. To help make a smooth transition we can organise

- Additional visits to school for parents and pupils to meet the teacher.
- Additional visits to the classroom environment to identify where the toilets are, pegs etc.
- Opportunities to take photographs of key adults or the classroom to be included into a transition booklet
- Opportunity for individuals to visit during lunchtime and even have a school lunch.

Within School

Teachers liaise closely when pupils transfer to another class within the school, meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress. Meetings are arranged for parents to meet new teachers early in the new term and can discuss concerns they may have if they wish to do so.

Pupils spend time in school with their new teacher to prepare them for the next academic year.

Transfer to Secondary School

When children leave the school, SEN records are transferred following county procedures. Prior to this there are opportunities for all pupils and parents to visit their prospective Secondary School. They can arrange additional visits to observe lessons, lunchtime arrangements and meet key adults to help ensure a smooth transition.

For pupils with an EHC Plan, it is reviewed and may be amended by the 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned. The SENCO, class teacher, representatives of the receiving school and other professionals where possible will attend the final annual review of Year 6 pupils with EHC Plans.

12. Accessibility

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers take action in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty will be identified and addressed at the outset of work.

Teachers will take specific action to enable the effective participation of pupils with difficulties by:

- Planning sufficient and appropriate amounts of time to allow for the satisfactory completion of tasks.
- Planning opportunities where necessary for the development of skills in practical aspects of the curriculum
- Identifying key aspects of programmes of study and attainment targets which may present specific difficulties for individuals and taking appropriate action

The school provides a specially adapted disabled toilet, wheelchair access and a lift to the first floor classrooms.

13. Medical Needs

The school has a comprehensive system of monitoring medical conditions. Refer to school Health and Safety policy and Medical Conditions Policy.

Where pupils have medical conditions the school will support them to be in school and an active member of the school community. Reports and advice from medical professionals is shared with all people who are working with the pupil. In the case of acute conditions such as Anaphylaxia or Epilepsy, all staff receive training in administering emergency medication. Where pupils require medication on a long term basis to help them manage a condition, we will follow the medical plan as supplied by the NHS. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

14. Bullying

The school has a Responding to Bullying Policy and Safeguarding Policy which are available on request from the school office.

The school is committed to providing a caring, friendly and safe environment for all children so they can learn in a secure atmosphere. Bullying of any kind is unacceptable. We are a TELLING school and anyone who knows that bullying is happening is expected to tell the staff.

The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach. The school will ensure that the pupil knows that some behaviour is unacceptable.

Our policies on e-safety and acceptable use are reviewed regularly. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep them safe and deal sensibly with risk.

We recognise that statistically children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their ability and needs.

Pupils who may have communication difficulties are vulnerable to abuse because they are unable to express themselves to others. Where necessary, the school will provide additional training to staff to use Makaton or other communication systems.

We promote high standards of practice including ensuring that disabled children know how to raise concerns and have access to a range of adults with whom they can communicate.

15. Storing and Managing Information

Documents about pupils are stored in pupil files in a locked filing cabinet. When pupils leave the SEN register, this information is moved to their school file. Duplicate copies of documents are shredded.

16. Complaints procedure

If a parent has any concerns or a complaint regarding the welfare or care of their child, an appointment can be made to speak to the Head of School and or SENCO. If a formal complaint is necessary then the procedures can be found on the Cambridgeshire Local Offer website.

In the event of a formal complaint parents are advised to contact the Head of School or a governor if they prefer. SENDIASS is available to offer advice.

Reviewing the Policy

This policy will be reviewed annually.

Date of next review September 2017

Appendices

- Godmanchester Community Academy SEN Information Report
- Responding to Bullying Policy
- Safeguarding Policy
- A graduated response to SEN