



# Special Educational Needs and Disability Policy

(Statutory)

Upton Heath  
Church of England  
Primary School

**School Values: Compassion, Courage, Responsibility**

**School Rules: Be Safe, Be Kind, Be Respectful**

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Agreed by Principal	
Ratified by Local Academy Committee:	

## 1. Introduction

At Upton Heath Church of England Primary School, we believe that - EVERY CHILD IS SPECIAL.

We are committed to our children's entitlement to a quality, inclusive educational provision which is responsive to their individual needs.

All children are individuals who, at some time, could have special educational needs.

A child has special educational needs if they have: -

- A significantly greater difficulty in learning than the majority of other of the same age
- A disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A disability is a physical or mental impairment which has a long term and substantial adverse effect on a child's ability to carry out everyday activities. (Long term is one year or more).

Special Educational Needs and Disability provision is educational provision that is **an additional to, or different from**, that made available generally for other children in the School.

## 2. Purpose

At Upton Heath, we believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

As part of the school's strategic planning for improvement we aim to engender a sense of community, belonging and responsibility, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

At Upton Heath, we demonstrate our commitment to inclusion by:

- Providing our children with an inclusive education which will ensure they achieve their personal potential
- Maintaining a culture of high expectations for all pupils in order that they can achieve the best possible outcomes
- Making certain that our children become confident young people with a growing ability to communicate their own views
- Making sure that we have high aspirations and expectations for children in order that they can become confident individuals living fulfilling lives.

### 3. Policy Objectives

In order to meet the special educational needs of our pupils at Upton Heath Church of England Primary School we will:

- Identify pupils with Special Educational Needs or Disabilities at the earliest possible stage
- Intervene by providing quality learning experiences appropriate to the needs of the individual pupil
- Use our resources effectively to support pupils with special educational needs and disabilities
- Assess and keep accurate records of the progress of pupils
- Inform and involve parents in the education of their child
- Listen to and involve the young person themselves
- Provide ongoing training for staff in all areas of special educational needs and disability
- Regularly review the quality of teaching for pupils at risk of underachievement
- Review teachers' understanding of strategies to identify and support vulnerable children and those with SEND
- Make the quality of teaching for pupils with SEND the progress of those pupils, a core part of the School's performance management and continued professional development of staff
- Build the identification of SEND into the overall approach to monitoring the progress and development of all pupils.

### 4. SEND Provision

If parents or carers have any concerns about their child, the class teacher should be the first point of contact who will then liaise with the SENCO – Mrs Wendy O'Leary-Davies or a member of the SEND team.

Current members of the school SEND team are:-

Mrs Claire Harrison, Mrs Charlie Jones (*currently on maternity leave*), Ms Briony Hodge, Mrs Kerry Buckland, and our Learning Mentor is Mrs Jan Morris,

The SEND Governor is Hayley Wiper.

### 5. Admission Arrangements

All children are welcomed to our school irrespective of learning or physical needs, in accordance with our Admissions Policy. The School works closely with our feeder nurseries, the Local Authority and outside agencies to ensure the smooth transition of pupils with a special educational needs or a disability. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements or Education Health and Care Plans (EHCP), and those without.

## **6. Accessibility**

The School is committed to providing inclusive educational and non- educational services in a non-discriminatory manner.

Our School recognises that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to accessing education and the physical environment. The School will endeavour to ensure that pupils with Special Educational Needs or with Disabilities are given access to the same standards of education as all other pupils.

The Samara Trust Access Plan details the ongoing processes and progress to achieving inclusive access for all to the school environment, the national curriculum and information.

## **7. Curriculum Access and Provision**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual pupils, throughout the school. In this teaching, we respect the fact that children:

- have different educational, behavioural and emotional needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers organise their classroom learning environments to ensure they will:-

- be of a high standard
- be a calm and pleasant place to be
- stimulate curiosity, thinking and creativity
- develop language and literacy
- reflect the school's cross-curricular approach
- promote independence
- be accessible, inclusive and celebrate diversity
- be safe and free of clutter at all times
- celebrate the children's achievements

In order to meet the learning needs of all pupils, teachers differentiate and adapt work and using a range of multi-sensory teaching methods and resources. They work to meet individual learning needs and to mark work and plan next steps in learning effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways.

The provision for pupils is related specifically to their needs. The range of provision may include:

- In class support for small groups with a teacher or teaching assistant.
- Small group withdrawal for the further differentiation of whole class learning objectives or as an additional intervention programme.
- Individual class support or individual withdrawal for the above.
- Further differentiation of resources.
- Peer group learning partners including flexible groupings
- Provision of alternative learning materials/ special equipment (including the use of technology).
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training

## 8. Resources

Funding Streams include:

- Pupil Premium
- Looked After Child Pupil Premium
- Budgetary support for SEND
- Educational Health Care Plan funding
- Catch up and recovery funding

Additional resources are provided in accordance with the proportion of children with special educational needs or disabilities within the school setting.

Class based resources to support the curriculum are a priority particularly in English and Mathematics.

Teaching Assistants are deployed in a variety of roles, including but not limited to, small group work, one to one precision teaching, and group intervention and in class support.

## 9. Identification of Needs, Assessment and Monitoring of Progress

At Upton Heath, we aim to identify the needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Upton Heath sees the inclusion of children identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

We:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provide in the SEND Code of Practice, 2014.
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils

Special Educational Needs or Disabilities provision is matched to the child’s identified needs which are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional, behavioural and mental health
- sensory and/or physical needs.

Some pupils may have needs which fall across all areas.

The special educational provision made for a child will be based on an understanding of their particular strengths and needs and will seek to address them all, using well evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

#### **Identification of need:**

- Class teachers provide ongoing evaluation and assessment
- Class teachers measure progress against the objectives specified in the national curriculum requirements
- Class teachers assess their performance against age related expectations of the child within the national curriculum or EYFS
- Standardised assessment tools are used
- Class teachers observe and make judgements within a Quality First inclusive classroom setting
- Class teachers will identify through observation and judgement whether a pupil needs to make additional progress with wider development or social needs
- Class teachers will keep and maintain records of pupil’s progress alongside national data and expectations of progress
- Ongoing concerns will be discussed with our SENCo or member of the SEND team and parents will be involved in setting outcomes
- Following a review, pupils may require further School Support as part of a Graduated Response to meet their needs

### **10. The Graduated Response to meeting needs**

At different times in their school life, a child or young person may have a special educational need. **The Code of Practice** 2014 defines SEN as follows:

*“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*

- b) *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-16s institutions.*

## The Code of Practice

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The school maps provision for **all** pupils falling behind age related expectations in their learning, including those at risk of underachievement, using three 'waves' of support.

**Wave One:** Children requiring only high-quality differentiated classroom provision (quality first teaching) Key characteristics of high quality teaching are:

- Highly focussed lesson design with sharp objectives.
- High demand of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

**Wave Two:** Children needing additional interventions to enable them to work at, or above, age related expectations e.g. Tracks, booster classes, Local Authority or school based programmes. These are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not always SEN interventions e.g. Pupils with English as an Additional Language. However, some pupils receiving Wave 2 intervention *may* have SEN.

**Wave Three:** Children needing additional, personalised interventions to support their SEND e.g. 1:1 speech therapy support, individual learning programme. Pupils receiving Wave 3 support may have a Statement or Education Health & Care Plan (EHC) which replaced the statement of special education needs in September 2014. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Reviews of pupils on the SEND register take place three times a year during pupil progress meetings. For pupils with Statements or Education, Health & Care Plans, an annual review meeting has to be held in addition to this.

Provision maps are used to record additional provision for pupils on the SEND register, and monitor the effectiveness of any intervention strategies.

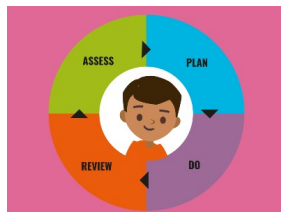
Where a pupil is identified as having SEND, schools are required to take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.



If a learner is identified as having SEND need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in our whole school provision map, which documents the support that is to be put into place. This is then monitored and evaluated at the end of each intervention/term.

### **Assess, Plan, Do, Review**

When providing support that is “**additional to**” or “**different from**” we engage in a four-stage process:



Where a pupil is not making the expected progress following identification of need we will take action to remove the barriers to learning and put effective special educational provision in place.

Our School will put the following processes in place:

#### **Assess**

- Class teacher will carry out a clear analysis of pupil's needs
- This will draw on class teacher's assessment and experience of pupil's previous progress and attainment
- Parents will be involved and their views and experience taken into account
- The pupil's own views will be taken into account
- Liaison will take place with any outside agencies already involved, with parental agreement.

#### **Plan**

- Agree in consultation with parents and the pupil, the adjustments, interventions and support to be put in place
- Agree expected impact on progress, development or behaviour and set review date
- Ensure that all staff are aware of pupil's needs, outcomes sought, support provided and any teaching strategies and approaches needed. A clear record will be kept.

#### **Do**

- The class teacher remains responsible for working with the pupil on a daily basis
- The class teacher works closely with support or specialist staff and links interventions to classroom teaching
- The SENCo or member of the SEND team will support the class teacher in problem solving and implementation of interventions.

#### **Review**

- Plan review dates with parents, pupil and any outside agencies involved
- Evaluate the impact and quality of support and interventions
- Decide on any changes to support and outcomes.

## **11. Exiting SEN Code of Practice**

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school. The pupil will continue to be monitored through the school's normal monitoring procedures. If it is deemed necessary, the SENCo may well feel it is necessary to conduct a step down process and implement an Action for Inclusion plan. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

## **12. Supporting pupils and Families**

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 Cheshire West 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.

Sources of further support include the local offer site known as [Living Well West Cheshire](https://livewell.cheshirewestandchester.gov.uk/), the Cheshire West and Chester Independent Advice and Support Service (IASS), and The Special Educational Needs and Disabilities Code of Practice: 0-25 Years available on the DfE website.

To visit the local offer site, please visit: <https://livewell.cheshirewestandchester.gov.uk/>

## **13. New Pupils to Upton Heath Church of England Primary School**

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with a member of the SEND team, parents, previous setting, health visitor etc as part of an Action for Inclusion meeting.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

## **14. Preparing for the next steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupils with SEND will be planned according to individual need. The school has a lead teacher who manages transition to the High School. This transition leader liaises with the school's SEND support staff. They conduct additional visits to the school to meet with the children individually and to discuss needs. Also, extra visits to the High School are arranged for any vulnerable pupils.

## **15. Supporting pupils with medical needs at school**

A pupil's medical needs can be broadly summarised as being of two types:

- Short term, affecting their participation in school activities and for which they are on a course of medication
- Long term, potentially limiting their access to education and requiring extra care and support

Upton Heath recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school complies with the guidance set out in the additional health needs guidance and has its own policy.

Any pupil with ongoing medical needs has an IHC plans. 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. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

To ensure SEN children or those with medical needs are able to access exams and other assessments, the Year group leads who are administering the test follow the guidance as set out in the Administrators guidance.

## 16. Accessibility

Our school is fully compliant with DDA requirements. Our school has conducted an accessibility audit for the whole site and this has fed into the Accessibility Plan. Within this plan, there are recommendations for future improvements and these are prioritised by the Senior Leadership Team.

The school has

- easy access, double doors, wall handles and a lift.
- The front desk has a wheel-chair height section and is DDA compliant and the door on entry is wide enough for wheel chair access.
- There are accessible toilets available
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow her recommendations.
- Extra-curricular activities are accessible for children with SEN.

## 17. Monitoring and evaluation

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

All pupils are assessed in the core areas at least termly. This is monitored through discussions and meetings with the Principal. Pupils who are not making the expected progress are identified and discussed and provision maps are drawn up, documenting the actions to be taken to support these pupils at either Wave 2 or Wave 3.

The school conduct book monitoring exercises, 'learning walks' and informal observations

which at time may have a particular focus such as vulnerable groups.

Provision maps are assessed either at the end of a particular intervention or the end of an academic year. Assessments are made on entry and on exit to determine impact of any particular intervention, along with any other comments which may reference any other type of impact on self-esteem, application or behaviour.

In respect of SEND profiles, these are updated each term and reference the support and intervention given and tracks the data progression over time.

Where pupils fall significantly behind and are unable to access the curriculum for their age expectation, the school conducts more specialised assessment to determine the appropriate support.

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured using personalised targets if it is felt necessary
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on school observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **SEN support** provision
- Advice from external agencies or professionals

## 18. Involvement of Outside Agencies

The School will involve a range of outside agencies to support the pupil's learning where appropriate and with the parent's permission.

These agencies include:

- Social Care
- Local Authority SEND support staff
- Educational Psychologist
- Health Care Visitors/ School Nurse
- Local Authority Outreach services
- Child and Adolescent Mental Health Service
- Therapists such as speech and language, physiotherapists and occupational therapists

In addition to this, we may seek to find a service or agency that will support specific needs of children within our school when this is not available through the local authority e.g., NSPCC WHAG, etc

## 19. Training and Resources

### Funding support for pupils with SEND

There are three levels of support for pupils with SEND:

#### Element 1 funding

This is provided on a per-learner basis for all those attending the school.

## **Element 2 Targeted support equating to £6,000 / 15 hours of interventions**

This level of support is available within the resources held by the school without the need for an EHC Plan. Schools will be able to provide quality first teaching and targeted individual/group support in specific areas of need. School will follow relevant professional advice and use own resources to meet a pupil needs, reviewing the success of such programmes and making appropriate adjustments when necessary funding.

## **Element 3 Top up funding**

This is top up funding from the local authority where a child or young person has significant and complex needs. Schools will already be supporting the child and young person from elements 1 and 2 of their budget using the SEN graduated Approach.

## **20. Roles and responsibilities**

The person responsible for overseeing the provision for children with SEN or disability (SEND) and co-ordinating the day to day provision of education for pupils with SEND is the SENCO – Wendy O’Leary-Davies.

The **role of the SENCO** in school is:

- Overseeing the day to day operation of the school’s SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with send alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the names of children are the Code of Practice
- Assisting in the monitoring and evaluation of progress of pupils with send through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, end of key stage assessments.
- Contributing to the in-service training of staff.
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

**Class teachers are responsible for:**

- Providing high quality teaching for all children.
- Assessing pupil’s needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).

- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Staff, class teachers, SENCO and outside agencies liaise and share progress and developments in order to inform reviews and forward planning.

#### **TAs should:**

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Participate in training opportunities to ensure they have the necessary skills to help pupils meet their targets.
- Work as part of a team with the SENCO and class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Be active participants in Pupil Progress, SEND profile, EHC plan review and PEP meetings.

### **21. Partnership with Parents and Carers**

The successful education of all our children is dependent upon the active involvement of their parents/carers.

Partnership implies equal status – each bringing different but equal experiences and expertise to help the children in our care. We have a common, shared interest in our children, who at all times are central to all our efforts. Parents and carers are involved in the pupil's education within Upton Heath Church of England Primary School from initial identification of needs to possible request for extra support. They are involved in all review meetings and the school has an 'open door' policy where parents are encouraged to come into school to discuss any problems or issues. Our School will meet parents at least three times a year to discuss progress and goals and will provide a written annual report on their child's progress.

### **22. Pupil Voice**

Our School ensures that the pupil is involved in target setting and review meetings. Upton Heath Church of England Primary School will work to establish a Pupil Voice group in order that pupils can be involved in the delivery of SEND across the school and have their individual and group voices heard.

### **23. Storing and managing information**

Documents relating to pupils on the SEND register will be stored with their Pupil File in the SENCO's office. SEND records will be passed on to a child's next setting when he or she leaves.

The school has a Confidentiality Policy which applies to all written pupil records. Record keeping and tracking of information and progress regarding pupils with SEND is in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEND is recorded accurately and kept up to date. Details of SEND, outcomes, teaching strategies and

involvement of specialists will be recorded using the School's information systems used to track the progress and development of all pupils.

The SENCO holds overall central records and has a responsibility to maintain these records. All teachers have access to an electronic SEND folder containing SEND profiles, one page profiles, additional plans, current information and documentation relevant to their class.

Results and data from assessments are held centrally and accessible to all staff.

Our School will look to establish Provision Mapping as an efficient method of detailing all of the provision which *is additional to and different from* that which is offered through the School curriculum.

#### **24. Monitoring the success of the SEND policy**

In order to monitor the success of the policy the Principal and SENCo will provide the Governors with termly reports on the following:

- Monitoring of the numbers of children identified as having an SEND and whether on School support or Educational Healthcare Plan
- Assessment and tracking data demonstrating progress of children with SEND
- SEND Action Plan and Access Plan with updates on progress
- SEND resource spending including Provision Map.

#### **25. Links with the School Development Plan and Performance Management**

There is an expectation that all of our children will make the appropriate progress for their ability and aptitude. We aim to ensure that we have high expectations for all our children and we meet each child's needs to ensure that they all make at least the expected level of attainment for their age.

Where this is not attainable for a child with SEND, then we will support them with the aim that both they and their parents/carers are delighted with their achievements. Each teacher and teaching assistant has performance related targets that are challenging and have high expectations for each child in their care

#### **26. Dealing with complaints**

The school has adopted The Samara Trust complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Principal. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing committee meeting. Complaints that are still not resolved can be sent to the Chief Executive Officer [ceo@thesamaratrust.sch.uk](mailto:ceo@thesamaratrust.sch.uk).

Please see the complaints policy on the school website.

#### **27. Appendices**

School SEND information report 2023-24:

You can find the school SEN information Report on the school's website. [Special educational needs and disability – Upton Heath Church of England Primary School](#)

Other relevant policies can also be found on the school website: [Policies – Upton Heath Church of England Primary School](#)

- Access Plan
- Children with additional health needs Policy
- Safeguarding Policy
- Relationship and Behaviour Policy.
- Anti-Bullying Policy.
- Complaints Policy

If you have any other queries please do not hesitate to contact the Principal: Mr Stuart Roberts via the school office.

## **28. Relevant legislation**

- Special Educational Needs Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014

## **29. Renewing the policy**

This policy will be renewed annually at the beginning of the school year.