



Cossington C.E. Primary School

*'Care, Significance, Purpose'*

# Special Educational Need Policy

## Our school mission statement

### Care, Significance, Purpose

With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inclusive and inspirational learning environment where every learner is warmly welcomed and can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant' because God chose to create me and everyone else in his image.'

'I have purpose' because God created me, and everyone else, with their own unique personality and abilities.'

All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.

**SENCo: Mrs Jennie Wilson**

**SENCo Assistant: Mrs Lynette Brown**

**Tel: 01509 812565**

**send@cossington.leics.sch.uk**

**SEN Governor: Mr Vic Chapman**

**This policy is reviewed annually and was last reviewed: Jan. 2020**

**Cossington CE Primary SEND Policy 2020 - 2021**

Cossington CE Primary School provides a challenging, inclusive and engaging curriculum to meet the needs of all our pupils. All children have the right to make excellent progress. Every teacher is a teacher of SEND pupils. We ensure Quality First Teaching, robust assessment systems and inclusion of appropriate challenge and support in lessons responds to children's diverse learning needs.

This does not mean that we will treat learners in the same way, but that we will respond to learners in a way that takes into account their varied life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment. We believe that all children should be equally valued in school and strive to develop an environment where children can flourish and feel safe.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are trying to move from an 'SEN approach' that locates the problem with the child, to looking at what additional provision we need to make for specific children.

This policy was developed initially through collaborative working with SENCo colleagues from over 20 schools in the local area and finalised in consultation with staff and governors of Cossington CE Primary School.

### **Aims and Objectives**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disabilities Code of Practice 2014.

Our aims are:

- To provide children with high quality first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with SEN, wherever possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

Objectives:

- **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 feeder schools prior to the child's entry into the school.
- **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. Progress will be monitored, with class teachers, half termly and alongside pupil progress meetings. Targets for pupils with SEN will reflect the outcomes of these meetings.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher, will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. CPD will be provided where necessary to enable staff to be able to enable pupils to overcome the barriers to learning.
- **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, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing opportunities for discussion between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

The SENCo for Cossington CE Primary School is Mrs Jennie Wilson. She can be contacted via the School Office on 01509 412188.

## Roles and Responsibilities

All teachers are teachers of SEN pupils and provide high quality first class teaching which takes account of the particular individual needs of pupils of SEN within the classroom.

They are responsible for:

- Checking on progress and identifying, planning and delivering additional help your child may need.
- Creating intervention plans and sharing and reviewing these with parents.
- Ensuring the SEND policy is followed in their classroom.

The SENCo: Mrs Jennie Wilson

Every school has a Special Needs Co-ordinator who is responsible for managing and coordinating all aspects of Special Educational Needs and Disabilities in the school.

They are responsible for:

- Coordinating the support for pupils with SEND and developing policy and practice to make sure all children's needs are met.
- Updating the SEND Register and making sure children's progress and needs are recorded.
- Providing support for teachers and support staff in school so they can help children with SEND in the school make the best possible progress.

Ensuring you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

The SENCo is supported by the SENCo Assistant, Mrs Lynette Brown.

The Headteacher: Mr Matthew Yandell

They are responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- The Head Teacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring all children's needs are met.
- Ensuring the Governing Body is kept up to date with any issues in school relating to SEND.
- The Governors and Head teacher have a responsibility to provide the SENCo opportunities to attend relevant training and support when required.'

SEN Governor: Mr Vic Chapman

They are responsible for:

- Making sure the necessary support is made for any child who attends the school who has SEN, attending a termly meeting with the SENCo and keeping up to date with SEND developments in school.

## Identification of Special Educational Needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

### **Communication and Interaction**

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

### **Cognition and Learning**

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

### **Social, emotional and mental health difficulties**

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical needs**

May include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical
  - A pupil asks for help.

### What is not considered as SEN according to the Code of Practice?

- Disabilities that do not affect learning
  - Attendance and punctuality
  - Health and welfare
  - English as an additional language (EAL)
  - Being in receipt of the Pupil Premium Grant
  - Being a Looked After Child
  - Being the child of a Serviceman/woman
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- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the SEN Team which comprises of Mrs Jennie Wilson, SENCo, Mrs Lynette Brown, SENCo Assistant and Mr Matthew Yandell, Headteacher.
  - Parents may also contact the SEND Team or the Headteacher directly if they feel this is more appropriate.
  - All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### The Graduated Approach to SEN Support

#### Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching builds on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

These may include teaching and learning strategies such as:

- Differentiated delivery - simplified language, longer thinking times, repetition of key phrases, chunking information into more manageable sizes.
- Clear verbal, written or pictorial instructions.
- Alternative methods of recording e.g. mindmaps, flow charts, missing words, use of ICT
- Use of differentiated questions.
- Provision of visual aids, prompts, wordbanks or apparatus.
- Checklists and task lists.
- Visual timetables.

We use a variety of monitoring methods to promote and ensure Quality First Teaching.

1. Classroom observation by the senior leadership team, the SENCo, external verifiers.
2. Ongoing assessment of progress made by pupils with SEND.

3. Work sampling, moderation and scrutiny of planning to ensure effective matching of work to pupil need.
4. Teacher meetings with the SEN team to provide advice and guidance on meeting the needs of pupils with SEN.
5. Pupil and parent feedback on the quality and effectiveness of provision.
6. Attendance and behaviour records.

Additional support needs identified are addressed through the Assess, Plan, Do Review model explained below.

The process for implementing SEN support is in four stages:

### **The Graduated Approach**

The process for implementing SEN support is in four stages:

*Assess - How does the school decide if my child needs extra help?*

We will gather information about the child's progress, motivation, attainment, wellbeing and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, the SEN team, parents/carers and any outside agencies (Health, Social and Educational).

*Plan - How much and what type of support will my child get?*

If review of the assessment indicates that 'additional to and different from' support will be required, the views of all involved including the parents and pupil will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

*Do - How will school staff support my child?*

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which may include stretching and relevant academic and developmental targets. Parents and pupils will be consulted on the action they can take to support attainment of the desired outcomes.

The class teacher remains responsible for the child's progress and works closely with any learning support assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations will be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENCo for further advice.

*Review - How will the school and I know how my child is doing?*

Progress towards these outcomes will be tracked and reviewed at least termly with pupils and parents. This will also be discussed at four points through the year during pupil progress meetings between the class teacher and Head Teacher. A decision will be made about any necessary changes and the plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required.

If the child continues to have significant difficulties despite additional intervention, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist Service
9. Physical and Disability Support Service
10. Social Services
11. School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEN and in further supporting their families.

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting a LA SEN Support Plan or Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENCo will have close regard to the local authority's criteria for funding through an SEN Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire's Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:

[http://www.leicestershire.gov.uk/index/children\\_families/family/local\\_offer.htm](http://www.leicestershire.gov.uk/index/children_families/family/local_offer.htm)

### **Removing pupils from the SEN Register**

Depending on why the pupil was placed on the SEN Register initially, the following criteria are used to assess the appropriateness of on-going support:

1. Concerns identified upon transition from previous setting are no longer evident.
2. Since baseline assessments, students have made progress and their attainment is closer to age related expectations.
3. A pupil's disability or difficulties no longer hinders their progress academically, socially and/or developmentally.

All of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with pupils, parents and relevant professionals.

If a child is removed from the SEN Register, there are whole school processes which continue to monitor their attainment and progress. These are overseen by class teachers, the SENCo, the Senior Leadership Team and the Headteacher.

### Supporting pupils with SEN

Teachers plan using pupils' attainment levels, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be recorded and shared with parents.

All pupils have individual attainment targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Children's progress is continually monitored by his/her class teacher and attainments are tracked using the whole school tracking system. Pupils failing to make expected levels of progress are identified very quickly. All pupils are then discussed at four points through the year at pupil progress meetings that are undertaken between the class teacher and Headteacher and if appropriate, the pupil themselves.

Additional action to increase the rate of progress for pupils who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Support may be provided in class, through intervention programmes or with specific resources. Pupils are then added to the schools SEN register.

Where needs are identified as being severe and requiring a higher level of support, the school may consult with parents and apply for an SEN Support plan with top-up funding from the Local Authority. Where there are complex needs with additional medical and/or social care needs, the school may consult with parents and apply for an Education, Health and Care Plan.

A child identified with SEN may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional

time or rest breaks. The needs of Year 6 pupils will be discussed and assessed against national criteria to determine eligibility to apply for access arrangements.

### **Pupil Voice**

- Pupils regularly review their progress through verbal and written feedback and marking by their class teacher which enables them to discuss the next steps in the learning and opportunities to implement them.
- Opportunities to reflect on their learning with their peers and teaching staff are embedded in our practice.
- Pupil questionnaires are regularly carried out to obtain the views of pupils.
- Pupil interviews enable children to share and reflect on their learning with the Senior Leadership Team and Governors.
- All pupils have the opportunity to volunteer for and contribute to our school council.
- Where a Pupil Profile is created to support a pupil with their SEN, they will be involved in the discussion about how we can best support their needs and how they can help themselves.

### **Supporting Parents/Carers of pupils with SEN**

A child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning. Parents are also invited to Welcome Evenings; Parent Forums and School Celebrations with regular opportunities to come into class to share their child's learning.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, a member of the SEN team or the Head Teacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 812565 or by email to [SEND@cossington.leics.sch.uk](mailto:SEND@cossington.leics.sch.uk)

### **Transition for pupils with SEN**

A number of strategies are in place to enable effective pupils' transition. These include:  
On entry:

- A introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Staff liaise with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### **Transition to the next school.**

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils to prepare for the next stage in their education.
- The annual review in Year 5 for pupils with a statement or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of request.

### **Supporting Pupils at School with Medical Conditions.**

The school 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. 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 Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Medicines may be administered in school with parental permission in accordance with our school policy. If your child has significant medical needs, you will need to make an

appointment to speak to Mr Matthew Yandell, our Head Teacher, to discuss how we can best support your child. This may include the creation of a Health Care Plan.

### Monitoring and Evaluation of SEN

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/ carers and any outside agencies.

An intervention support plan will be set up to support the individual needs of a pupil. This will present specific targets for the child to work towards over a specified timescale. Pupils may receive additional support from either the class teacher, Teaching Assistant or another member of staff. The plan will be reviewed at the end of the stated period by the child's class teacher and appropriate staff. From this, a new intervention support plan may be written.

Parents and carers will be informed of their child's progress and informed of their new targets through information shared termly. Parents/carers will be able to make an appointment to see their child's teacher and/or a member of the SEN team in order to discuss progress or the new targets.

In school, written records will be used as a working document (i.e. the 'provision maps') to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. A four points in the year during pupil progress meetings, teachers will discuss the progress of children identified as SEN with the Headteacher and/ or the SEN team.

#### Statemented children (EHCP)

Children on a statement/ EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to discuss and review the progress of the named child, set new targets and amend the statement/EHCP where necessary.

#### Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programmes/ groups will be evaluated regularly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Individual outcomes will be discussed at four points in the year at pupil progress meetings and provision altered and amended to meet the needs of each child.

#### Governors

The school will appoint a Governor responsible for SEND

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND governor will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, the SEN team and staff.

### Funding and Allocation of Resources

Cossington CE Primary school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the "notional SEN budget." The government has recommended that schools should use this notional SEN budget to pay for up to £6000 worth of special educational provision to meet a child's SEN. If a pupil with SEN needs more than £6000 worth of special educational provision, the local authority can be asked to provide top up funding.

The provision for SEN is funded through the school budget. Funds are deployed to implement the SEN policy. The following principles have been identified to support this: Support staff is deployed to classes where, when necessary to support children with SEN, SENCO time is used to monitor SEN provision and pupils progress.

Some students with an EHCP will be allocated a personal budget. A SEN personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

### Training and CPD

We recognise the need to train all our staff on SEN knowledge and strategies and funding is available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Regular CPD sessions to support pupils with additional needs.
- SENCo and/or other Staff attend training and disseminate to the rest of the school.
- SENCo attends SENCoNet meetings to be updated on important national and local initiatives and to provide an opportunity for SENCo's to share good practice
- The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through provision management analysis.

Where Health Care Plans are in place, medical training support from the School Nurse or appropriate professional is sought.

As part of the induction programme for new staff, all meet with the SENCo to explain the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## Information management and storage

Intervention support plans, pupil profiles and provision maps are working documents therefore teachers need regular access to their SEN file. This is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily.

More detailed and personal documents are held by the SENCo in a secure location.

When a child transitions to a new school, it is important that the information is passed on to the appropriate named person.

Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

The SENCo and Headteacher will review the SEN policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

## Accessibility

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the pupil, their parents, teachers and other relevant professionals. This information feeds into our school accessibility plan which can be read upon request.

Individual needs can be discussed with the class teacher, Headteacher or SENCo (Mrs Jennie Wilson). If needed, we ask various outside agencies to help with assessing the needs of pupils to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

## Dealing with Complaints

Wherever possible we seek to discuss and come to agreement about children's education. The SENCo, class teacher, Head teacher and SEN Governor can be contacted to discuss any concerns.

The school's complaints policy is available from the school's office and on our school website. [www.hall-orchard.leics.sch.uk](http://www.hall-orchard.leics.sch.uk)

The Parent Partnership Service is available to support parents if necessary when dealing with complaints, appeals or general advice.

<http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/>

## **Bullying**

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. The Headteacher, Deputy Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The safeguarding of all pupils within the school is the upmost priority of all staff.

If parents have any concerns in relation to bullying, a copy of the school's bullying policy is available from the school's office or on our website.