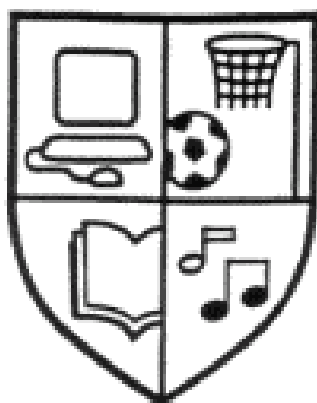


Manland Primary School

Special Educational Needs and Disabilities Information Report



Last Review by School	February 2024
Next Review by School	February 2025

Manland Primary School Special Educational Needs and Disability Information Report (School Offer)

Welcome to our Special Educational Needs and Disability Report, showing what we can offer in our school. We would welcome any feedback for this document, as we are always striving to improve and make access to our support as easy as possible. If you would like to give feedback, please contact Mrs Kemp (Inclusion Leader) at inco@manland.herts.sch.uk

The SEND information is specified in schedule 1 to the Special Education Needs and Disability regulations 2014. Statutory guidance on this is contained in paragraphs 6.79 to 6.82 of the special educational needs and disability code of practice: 0 – 25 years.

Please note this report is different from the Local Offer which is written by the Local Authority and outlines Hertfordshire County Council's offer for children with a SEND. Please click [Local Offer https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx](https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx) to view.

Below is a list of Frequently Asked Questions that parents/carers may need to know when making informed choices about the school. The questions are listed first and answered below.

1. What is the Admissions Policy for children with a SEND?
2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?
3. How will school staff support my child?
4. How will I know how my child is doing?
5. How will the learning and development provision be matched to my child's needs?
6. What support will there be for my child's overall wellbeing?
7. What specialist services and expertise are available at or accessed by the school?
8. What training have the staff, supporting children and young people with SEND, had or are having?
9. How will you help me to support my child's learning?
10. How will I be involved in discussions about and planning for my child's education?
11. How will you prevent my child from being treated less favourably than other pupils?
12. How will my child be included in activities outside the classroom including school trips?
13. How accessible is the school environment?
14. Who can I contact for further information?
15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?
16. How are the school's resources allocated and matched to children's special educational needs?
17. How is the decision made about how much support my child will receive?
18. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?
19. The complaints process

1. What is the Admissions Policy for children with special educational needs or a disability?

Manland Primary school is fully inclusive and welcomes applications for the admission of children of all abilities and needs, including those with special educational needs and disabilities. Please see our Admissions Policy and our Equality Policy on our website for more detail. We follow the Herts County Council admissions procedures for pupils with children with special educational needs, whether those needs are to do with learning, behaviour or a disability. For further information on the admission of children with needs, whether those needs are to do with learning, behaviour or a disability, see the “Children with Special Educational Needs” section on HCC’s Admissions website:

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/primary-junior-and-middle-schools/primary-junior-and-middle-school-places.aspx>

2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Manland, we have high expectations for every pupil and we monitor the attainment and progress of all pupils frequently and consistently. Where a pupil appears to have a learning difficulty or disability that requires provision different from or additional to that normally available to pupils of the same age, the school works with parents/carers (and other professionals where necessary) to identify the needs of the pupil and how these can be best addressed. We actively involve pupils and parents/carers in decision making throughout. When we perceive that a pupil has significantly greater difficulties in their learning or development, we will work to ensure that any barriers to learning are reduced so that pupils can best access the high-quality teaching on offer across the school.

We recognise that early identification is imperative. We assess pupils through baseline testing upon entry to our Reception Class. The early identification of pupils’ special educational needs is built into our overall approach when monitoring the progress and development of all pupils in our school. We inform parents/carers of our concerns at the earliest opportunity to seek their help and participation.

If a parent/carer has concerns about their child’s educational needs, these should be raised with the class teacher in the first instance and a meeting with the school’s Inclusion Leader can be arranged as required.

3. How will school staff support my child?

The roles of the staff and governors at Manland Primary who are involved with children with SEND are:

- Headteacher- Mrs Wicks
- Deputyhead – Mr Comer
- Inclusion Leader – Mrs Kemp
- SEND Governor – Dr Ajeet Bagga
- Class Teachers
- Support Staff

For the vast majority of pupils, high quality teaching will enable them to achieve their educational potential. It is the class teacher’s responsibility to provide for pupils with Special Educational Needs and Disability (SEND) in their class and to follow the

school's procedures for identifying, assessing and making provision to meet those needs. If this requires teaching away from the main class, the teacher still retains responsibility for the pupil. Where a pupil is identified as having SEND, staff will identify the type of support that will enable them to make best progress. This may be through additional high-quality teaching and/or rigorous interventions which may target any of the 4 areas of need identified in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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Where a pupil has been recognised as having a significant need in one or more of these areas, the school, in partnership with parents/carers will take action to ensure effective support is in place to meet the pupil's needs. This support may comprise of:

- Delivering high quality teaching in every classroom, where the teacher and teaching assistants work as a team to deliver learning opportunities
- Identifying barriers to learning and then planning extra assistance in the classroom to support the pupil and making reasonable adjustments
- Giving support, additional to and different from class teaching, delivered in small groups by trained teachers or teaching assistants
- Setting up a tailored plan with specific targets in an Assess, Plan, Do, Review cycle.
- Referring a pupil, with parent/carer's agreement, to external agencies for specific support and targets
- Provision maps which capture the pupil's needs and the support and interventions in place
- Applying for funding to provide for dedicated support staff to support pupils with specific needs

Our school evaluates the effectiveness of the additional support and provision through:

- Monitoring the progress of pupils receiving additional support through actions such as pupil voice, a rigorous monitoring programme e.g. intervention observation, book scrutinies, parent/carer feedback and analysis of a pupil's attainment and progress through pupil progress meetings.
- Regular meetings between the Inclusion Leader and teachers to discuss the progress of pupils with additional needs.
- Sharing anonymised SEND information with governors via School and liaising with SEND Link Governor.
- Sharing SEND information with OFSTED when a visit takes place.
- Termly meetings (between teachers and parent/carers and their child) for pupils to review the impact of the support and discuss the next steps for the Assess, Plan, Do and Review Action Plan. The outcomes of these meetings will be shared with all appropriate school staff.

4. How will I know how my child is doing?

All parents/carers are invited to parent/teacher consultations in the autumn and spring term and are given a written report in the summer term. Parents/carers of pupils who have a significantly greater difficulty with their learning or development will have additional meetings with teachers, including the pupil where appropriate, to discuss expected outcomes and plan the next steps in the form of an Assess, Plan, Do, Review/graduated approach. This is reviewed regularly with parents/carers and pupils. We encourage parent/carers to communicate freely with teachers and the Inclusion Leader, either formally or informally. If parent/carers have further

concerns they can arrange to meet the Inclusion Leader, Deputy or the Headteacher. Some pupils may have a Team around the Family (TAF) which will meet as necessary.

5. How will the learning and development provision be matched to my child's needs, including how will my child with special educational needs or a disability be able to participate in the school's curriculum?

Teachers differentiate and adapt learning to meet the needs of all pupils, including making adaptations to the curriculum so that disabled children can access the curriculum. Teachers and senior leaders have regular pupil progress meetings to ensure planned provision meets the needs of all learners. Learning is appropriately differentiated in all subjects. Where appropriate, additional staffing will be allocated to enable them to deliver appropriate and tailored support. This may take the form of intervention groups for subjects such as phonics, reading, spelling and maths or may focus on strategies to support an individual pupil's needs e.g. specialist staff training for children with ASD. Teaching approaches are changed and adapted to suit individual pupils. Additional materials such as computer programs, hands on resources and personalised learning programmes will be made available. For children with disabilities, the provision is personalised to the individual child and adaptations made, as appropriate. This is done in consultation between the class teacher and Inclusion Leader, and discussed with parents/carers, where required. School considers all recommendations from outside agencies for children with disabilities, based on the needs of the individual child. Where possible, these recommendations and adaptations are put in place for the child. Children with serious or long term medical conditions are identified and an individual healthcare plan is put in place for the child. The aim of this document is to ensure that staff are aware of what medical interventions to take, when required, and to consider all matters which may prevent a child with a medical condition or disability from participating in the school curriculum and in wider extra curricula activities. Children with SEND, disabilities or medical conditions are encouraged by school to participate in the whole school curriculum, including school trips and extra curricula activities. For activities which take place within school, adaptations are made, where possible, so that all children can participate.

6. What support will there be for my child's overall wellbeing?

We see a pupil's wellbeing as vital to their progress in learning. Therefore, pupils receive education tailored to their personal, social and health requirements/needs. The school has access to specialist services which are accessed through a referral system and used for a small number of pupils with specific additional needs. We also provide:

- Activities, clubs and interventions that encourage each pupil's physical fitness, core stability and gross and fine motor skills, and an understanding of a healthy diet and lifestyle
- Daily assemblies in which we encourage a range of skills such as reflection, self-worth, spiritual growth and empathy
- A consistent behaviour policy in operation and can be viewed on the school's website
- Groups delivered to address social, emotional and mental health needs, Social Skills Groups, Emotional Literacy Groups and a group dealing with transitional issues
- A medical conditions policy aimed at supporting pupils with medical conditions in school (see our guidance on medical provision). Some staff are trained in First Aid

- Relationship and sex education are taught through PHSE to teach pupils what a healthy relationship looks like
- “Healthy me” topics are taught through PSHE to teach pupils about emotional health alongside physical health
- Behaviour and risk management plans for some pupils, which identify possible triggers for negative behaviours and strategies to support that pupil, both in and outside of school

Manland school is committed to reducing and eradicating bullying issues wherever possible. Any instance is logged and taken seriously. The PSHE curriculum underpins the behaviour policy which is embedded across the school. The external agencies that support pupils’ wellbeing are LINKS, the school nurse, the Communications and Autism team and Children and Adolescent Mental Health Service (CAMHS).

7. What specialist services and expertise are available at or accessed by the school?

The Inclusion Leader works with our class teachers and support staff to develop skills that address pupil’s special educational needs. At times the school will access external support services including:

- Educational Psychologist who provides support for specific children.
- Specific Learning Difficulties Base who provide strategies and targets for specific pupils
- Visits from the School Nurse
- Support from the Harpenden Parent Plus Team
- LINKS and Primary Support Base (PSB) for behaviour support.
- Traveller Support
- ISL (Integrated Services for Learning) who provide support for pupils with identified Autism Spectrum Condition or more severe Language and Communication problems and they also provide support for children with Physical and Neurological Impairment, Visual Impairment Team and Hearing Impairment
- Down Syndrome Advisory Team
- Speech and Language Therapists who work with referred pupils.
- Virtual School for Looked After Children.
- BME (Black Minority Ethnic) Achievement Team
- English as an Additional Language Support
- Occupational Therapy advice for specific pupils
- Physiotherapist advice for specific pupils
- Specialist advice from Children and Adolescent Mental Health Service (CAMHS) for pupils experiencing specific trauma
- Great Ormond Street Children’s Hospital (GOSH) for specific medical needs or treatment
- Colletts Outreach
- NESSie

8. What training have the staff, supporting children and young people with SEND, had or are having?

Staff are regularly updated on national and local developments e.g. the code of practice for SEND. If any pupil is receiving support and/or advice from an external agency, staff will be given the necessary training by the relevant agency to ensure that support is effective. This includes: -

- Safeguarding training
- Opportunities are sought to ensure staff have up to date working knowledge of SEND issues and current legislation
- Training in the use of manipulatives for maths
- Training to support pupils with social, emotional, mental health and behavioural needs
- Writing and Spelling training to support those pupils who have targets from Specific Learning Difficulties Base (Specific Learning Difficulties base)
- Speech and Language training to support those who have targets from the Speech and Language clinic
- Language and Communication difficulties training to support those who have targets from the Multi-Agency Team
- Training from Occupational Therapists to support those pupils with spatial, Sensory, core stability and Gross Motor skills issues
- Training from Physiotherapist to support those pupils with physical impairments
- Dyslexia Awareness training.
- Training in how to support pupils with Down Syndrome
- Training in how to support pupils with Autism
- Training in how to support pupils who are Hearing Impaired
- Training on iPad/computer apps to support pupils with a SEND
- Precision Monitoring Intervention training
- Attachment and trauma; zones of regulation
- Training in supporting pupils with the return to school following Covid-19
- Training in ACEs (Adverse Childhood Experiences and Early Trauma)
- Training in 'We all have Mental Health'
- STEPS – Therapeutic Thinking training

There is staff training to ensure that identified staff are fully aware and up to date with first aid and paediatric first aid, asthma and auto-immune injector training.

9. How will you help me to support my child's learning?

As a school we recognise the importance of working in partnership with parent/carers to support their children. We provide all parents/carers with support through:

- Weekly homework for the pupil to undertake with an adult, to support the learning themes at school
- Two formal parent/carer's evenings a year for discussion of progress and support
- An end of year report to provide information for parent/carers on their child's progress
- Information to parent/carers about how we support their children's learning
- Meetings with specific parent/carers to ensure that both the school and home use the same approaches to learning and behaviour issues
- A range of parent/carer online workshops covering a variety of topics
- Regular parent/carer forums where parent/carer feedback on a range of issues is raised and discussed
- Liaison with the Inclusion Leader and teachers and parent/carers about particular interventions or issues to learning, and how it can be supported at home
- Assess, Plan, Do and Review documents to support learning, wellbeing and mental health concerns where required for pupils on the SEND register

- A home-school book for good news and sharing of news between staff and parent/carers for specific pupils
- Family Support workers where necessary who have access to a wide range of local agencies and services and are able to signpost parent/carers effectively
- External Agency advice. If it is thought that further intervention is required for that pupil, the parent/carer's permission and the views of the pupil is sought to refer the pupil to an external agency. Most external agencies will visit the pupil in school
- EHCP assessment requests. If a pupil has very complex needs, we may seek to apply for an Education and Health Care Plan (EHC). The school will submit a range of evidence including parent/carer and pupil view to the Local Education Authority who will then assess whether the pupil should have an EHC plan. This will identify how much extra support that pupil may need, and how it is put into place.

10. How will I be involved in discussions about and planning for my child's education?

Teachers and the Inclusion leader will liaise with parents/carers as part of cycle of providing effective provisioning for a child with a SEND. In ensuring effective provision for pupils with SEND the school operates 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. The views of parents/carers, the pupil's own views and if relevant the advice of external support services are essential in this process. The desired outcomes, including the expected progress and attainment will also be taken into consideration

The four-part cycle comprises:

- Assess
- Plan
- Do
- Review

This process may include:

- Informal meetings between teachers and parent/carers, and pupils if appropriate
- Meetings between the Inclusion Leader and parents/carers
- Twice yearly formal parent/carer's evenings
- Half-termly meetings for specific children between staff, pupils and parent/carers to discuss a tailored target plan (Assess, Plan, Do, Review)
- Team around the family (TAF) meetings for some pupils
- Education and Health Care Plan (EHC) provision

11. How will you prevent my child with special educational needs or a disability from being treated less favourably than other pupils?

At Manland, we offer a broad and balanced curriculum that aims at fostering pupils' love of learning and intends for them all to reach their full potential, including those pupils with a Special Educational Need or a disability. Teachers employ a variety of teaching styles that support pupils' differing learning styles and educational needs. They create an environment where pupils can be independent and feel valued. Through the PHSE aspects of the curriculum, stereotypes are challenged, and pupils learn about inclusivity of all. High expectations are held for all pupils. Pupils' progress and attainment are rigorously monitored and where there are any differences action is swiftly taken to improve the situation.

12. How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, and no pupil is excluded from any activity if they can, with reasonable adjustments, be included. The school has a safe outdoor environment, in which all pupils can learn and play, and ramps and other access arrangements are put in place, if required, dependent on the individual needs of all pupils. When offsite visits are planned a full risk assessment is undertaken and the needs of all pupils are considered, and necessary adaptations made. Staffing ratios are considered for all off-site visits and when appropriate, additional staff accompany visits. Individual risk assessment and additional support forms (OV5 forms) are prepared, reviewed and put in place by school staff, and adaptations made, where possible, to enable all children to fully participate in off site visits.

13. How accessible is the school environment and facilities?

The school was built in 1939 and there are a variety of levels within the building. Adaptations have been made to address the challenges this brings including:

- An internal stair lift
- Ramps are fitted to the 2 additional buildings to enable access to these classrooms
- Ramps are installed for play areas, where required
- We have a disabled toilet available
- Teaching includes a variety of strategies including auditory, visual and kinaesthetic.
- Sound systems and noise diffusing equipment are installed in classrooms, where necessary
- To improve the delivery of classroom routines to all pupils, including the pupils who are disabled, all classrooms have visual timetables and this timetable is read out each day to children
- Workstations for specific pupils where appropriate
- Sensory Room

The physical environment of the school is considered regularly with the aim of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided by the school. Examples from the past few years include the provision of access ramps and hand rails to new builds, the building of a sensory room and the introduction of hearing systems in classrooms.

Please see our Accessibility Plan on our website.

14. Who can I contact for further information or if I want to discuss a matter?

- Class Teacher
- Inclusion Leader
- The Headteacher
- Deputy Headteacher
- The Special Educational Needs Officer at County level
- Our school office on 01582 713452

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school has good working relationships with local pre-schools and nurseries. We liaise with them in advance of a child joining our school. Where children have additional learning needs further measures are put in place to ensure the transition is as smooth as possible and where required, a personalised transition plan can be put in place. A meeting will be held for new parent/carers to discuss our expectations, procedures and policies. We run 'meet the teacher' meetings and provide opportunities for parents/carers to meet staff to learn about the expectations and curriculum of the school year for the particular year group.

If your child was to transfer to our school during the school year, we would contact the previous setting to discuss any SEND needs ready for transition into our setting, we would contact any relevant professionals and have an initial meeting with parents/carers.

In transferring to secondary school pupils with SEND often make additional visits and again close liaison between the two schools, including meetings with the Inclusion Leader and Heads of Year is a priority.

16. How are the school's resources allocated and matched to children's special educational needs?

We are a well-resourced school and many resources are provided both inside and outside the classroom. The needs of each pupil with special educational needs are assessed on a regular basis and adapted as necessary.

If a pupil's needs are additional to those that we already provide for, then we will:

- Use the SEND budget, where possible, to provide a specific resource for individual children. Resources come in many forms including specific 1:1 and small group support from Learning Support Assistants, computer programs, adapted furniture, pupil specific material and such like
- The main resource needed may be adult support and we will deploy some of our budget to fund support, if appropriate
- The Sensory Room offers a quiet, safe space that pupils can access if necessary
- The Pluto Room offers a quiet, working space that pupils can access if necessary
- We may wish to apply for Local Higher Needs Funding to provide specific support. This is done on a termly basis through a local school's cluster which makes recommendations relating to SEND funding

17. How is the decision made about how much support my child will receive?

In deciding how we will allocate support, we take into account external reports, internal assessments and the particular needs of any pupil. Our aim is to provide the resources and provision which will enable a pupil to do as well as they can whilst developing independence. We do this through a detailed analysis of a pupil's needs, their barriers to learning, stage of development, parent/carer views, their own views and consultation with their class teacher. If a pupil receives Funding, that will be used to support the pupil. If a pupil does not receive Funding then the school will identify the provision needed and endeavour to address it within the school's budget. If a pupil has specific targets from external advisors and professionals, the school will take this into account when determining how the budget will be spent.

18. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

You can access the LEA Local Offer at

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx> for more information on what the local authority can provide.

Other useful links:

Hertfordshire SEND Information & Advice Service

Sendiass

Hertfordshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

info@hertssendiass.org.uk

or you can call us on: Telephone: 01992 555847

or you can write to us at:

County Hall
Pegs Lane,
Hertford
SG13 8DQ

Mental Health & Wellbeing

Returning to school following the Coronavirus lockdown

<https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown>

https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/?WT.tsrc=search&WT.mc_id=EMMParentsSearch&gclid=CjwKCAjw19z6BRAyEiwAmo64LYG1B4pI7Jxi9m4o5_jzT-mm_cL3NbJ3uXe4TtPPSC9mACNarntmMRoCQsEQAvD_BwE

<https://www.annafreud.org/media/12070/coronavirus-wellbeing-final.pdf>

Harpenden Plus partnership

<https://www.saunceywood.herts.sch.uk/harpenden-plus-partnership-of-schools>

CAMHS (Children & Adolescent Mental Health Service)

<https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>

Education Psychologists

Contactline: Wednesdays, 2pm – 4.30pm
01992 588574

NESsie

07434 696364

ADD-vance: The ADHD and Autism Trust

01727 833969 (Mon-Fri 9am-1pm)

Herts@ADD-VANCE.org

19. The complaints process

We always welcome feedback, whether positive or negative.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, provided that the

third party is able to demonstrate to the School that they have the appropriate consent to do so.

Concerns should be raised with either the Class Teacher and/or Key Stage Leader, then the Inclusion Leader. If the issue remains unresolved, the next step is to make a formal complaint.

Full details of Manland's Complaints procedures can be found on our website: : <https://manland.herts.sch.uk/download/complaints-guidance/>, however an overview of the process is as follows:

Stage 1

Formal complaints must be made to the Headteacher in the first instance (unless the complaint is about the Headteacher) via the School office. If you are unable to submit your complaint in writing by email or letter or by using the formal complaint form (Appendix 1), the School will follow the steps set out on pages 2 and 3 of the Complaints policy and procedure, by offering to meet you and/or signposting you to a free and impartial Advocacy and Support Service, such as SENDIASS:

The Headteacher will investigate the complaint. Once the investigation has been concluded, the Headteacher will provide a formal written response within 10 School days from the date of receipt of the complaint.

Stage 2

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – where the complaint is heard by a Panel of Governors. The Panel is comprised of 3 impartial Governors, usually from the School's Governing Body. Stage 2 is the final stage of the School's complaints process

Special Educational Needs provision complaints

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints
Postal Point: CHO118
Resources Department
County Hall
Hertford
SG13 8DF
Email: cs.complaints@hertfordshire.gov.uk

Once in receipt of your complaint, the Complaints Manager for Children's Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the School in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior Leadership Team, SENCo and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation. The contact details for the Secretary of State are set out below.

Online at www.education.gov.uk/contactus, by telephone on 0370 000 2288 or by writing to:

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

Additional contacts:

You may wish to contact Shabree Staughn, Inclusion Officer, Children's Services at Shabree.Straughn1@hertfordshire.gov.uk or 01992 556918, who can provide advice. You may also find it useful to contact a source of free and impartial information, including:

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND
<https://councilfordisabledchildren.org.uk/about-us-o/networks/information-advice-and-support-services-network>
- Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice, and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

We take seriously any concerns that may arise. Please direct any general feedback to your child's teacher or Inclusion Leader.

Formal Complaint Form

Name:		
Address:		
Postcode:		
Email address:		
Telephone No:	Day:	
	Evening:	
	Mobile:	
What is the nature of your complaint? (Please use additional sheets if needed)		
Have you raised your issue(s) with your child's Class Teacher / SENCO at the informal stage? If so, when did you do this?	Yes (inc. date)	No