



Special Educational Needs Information Report



CHAILEY SCHOOL

Chailey Comprehensive School
Mill Lane
South Chailey
Lewes
East Sussex BN8 4PU.
(01273) 890407

Headteacher:	Mrs Helen Key
Special Needs Co-ordinator:	Ms Louise Thompson
Chair of Governors:	Mr David Whelpton
SEN Governor:	Ms Peggy Hooton

Designated teachers for looked after children: Mr Julian Dale, Ms Louise Poole

Designated Child Protection teachers: Mr Julian Dale, Ms Louise Poole

1. About this report

Why have this report?

This report is intended to give you clear, accurate and accessible information about our approach to supporting the needs of children with SEN and disability. The Children and Families Act 2014 provides that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. There is information on the law and guidance we follow on the East Sussex website: www.eastsussex.gov.uk/localoffer

Where will this report be published?

It will be available on our school website and as part of the East Sussex 'local offer', which can be accessed by following the link above.

Updating this report

We will keep this report updated with any changes required following its initial publishing date. The Governors will review this report once a year, and will involve pupils and parents in that process, with reference to feedback received throughout the year.

If you would like to give us feedback about the report, please contact our Special Needs and Disability Support Manager, Mrs. Raymer Hancock, in the Learning Support department.

2. Who do I contact about my child's special educational needs?

If your child already attends the school, your first point of contact is your child's form tutor, or the class teacher in a particular lesson, who will be happy to make an appointment to talk with you. All staff may also be contacted by email, with contact addresses available on the 'Contact us' section of the school's website.

At times you may wish to contact our SENCO, Ms. Louise Thompson. Louise has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans and Statements of SEN. She provides professional guidance and training to colleagues, and works closely with staff, governors, parents and other agencies to ensure that our pupils with SEND receive high quality teaching and appropriate support.

We consider your views to be very important and believe that information sharing is vital to your child's success. We are keen to hear about both successes and any concerns you may have, which will always be taken seriously.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body ensures:

- arrangements are in place in school to support pupils with medical conditions;
- an SEN information report is published annually; and
- there is a qualified teacher designated as a SENCO for the school.

In addition, our governing body works with the SENCO and Headteacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school. Our SEN governor is Peggy Hooton.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements.

3. Which children does the school provide for?

We are a maintained comprehensive Secondary School and we admit pupils between the ages of 11 and 16. Chailey School has a strong belief in inclusion in all aspects of education, and we provide for children with all types of special educational needs and disabilities. It is part of our ethos that every young person attending the school achieves more than they ever thought possible.

If you want a place for a child with a statement or Education, Health and Care plan, this can be considered via consultation with the Local Education Authority. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. You can find further information about applying to our school on the 'Choosing Chailey' section of the school's website, or by telephoning the school.

Applications for parents and carers of Year 6 pupils who are choosing Chailey as their secondary school should apply via East Sussex admissions, which can be found by following this link: <https://admissions.eastsussex.gov.uk/Enrol/Website/default.aspx>

4. Summary of how the school meets the needs of children with SEN and disabilities

The most effective way of meeting the learning needs of all pupils, including those with SEN and disabilities, is high-quality teaching with differentiated planning which takes account of the needs of each child. The class teacher will monitor progress regularly through termly formative and summative assessments and set appropriate skills targets, with reference to ECM forms and statement or care plan documents as appropriate, and seek advice from the SENCO where necessary. Pupils will have the opportunity to work towards meeting their skills target immediately as a 'closing the gap' activity.

SEN provision will be recorded as follows:

- SEN support plan, where provision is made within the school's staff team;
- School-based plan, where outside agencies are involved; and
- Education Health and Care Plan, for children where this applies.

Identified pupils across the school receive targeted support, either in class through direct teaching and 1:1/small group support or, where appropriate, they are supported out of class. Our teaching staff continuously monitor pupils' needs and how children are responding, so that we can track progress and adapt provision if needed.

If considered necessary, an individual programme of additional support will be put in place, which will also be reviewed and changed as required. This may include literacy or numeracy small-group or individual support out of other timetabled lessons, or 1-to-1 support for dyslexia, ASC or speech and language provided by a specialist teaching assistant. Additional support may be put in place at this time, which may include professionals from outside services. This will be discussed with you and a referral made with your permission.

If your child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN plans that we have in school and we will involve parents and foster carers or social workers in discussions, as appropriate.

SEND Funding

The school will use its SEND funding in the most appropriate way to support your child. The SEND budget is managed by school governors and the Headteacher. The governors are responsible for ensuring that SEND funding is used well, and that all pupils are given the support that they need to make good or better progress. The SEND governor, Peggy Hooton, meets with the SENCO regularly and there is a regular monitoring process to assess the impact of any SEND provision and additional support.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. In some circumstances, parents may request a Personal Budget. A Personal Budget is

an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

Data protection

All SEND records, including ECM forms, correspondence, School Based Plans and Education Health Care plans (EHC plans) are kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child. We will always ask your permission before sharing information with others verbally, unless there is a safeguarding concern. Please see our Data Protection policy for more information.

School based plans

Where a pupil's needs are such that provision additional to or different from what is normally available to pupils within the school's own resources, it may be necessary to draw up a School-based Plan of support. This draws together information about the child's background, his or her needs, difficulties, wishes and concerns, together with views of the parent(s)/ carer(s) and the assessments of those professionals involved in supporting the child. In some cases, there would be involvement from at least one additional service, such as occupational therapy or speech and language therapy. A School Based Plan would usually only be required for children for who it is felt may require an EHC assessment in future.

Deciding whether to apply for an EHC needs assessment

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. In East Sussex, schools are required to complete, follow and review a School-based Plan in advance of making an application for an EHC assessment. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, and on occasions the Local Authority SEN officer will be invited. In addition, other professionals associated with the child may be invited, eg. Educational Psychologist, Occupational Therapist, Speech and Language Therapist or Social worker.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- reading time will be provided at the beginning of the review meeting, or if requested, any advice or information gathered can be sent to all those involved prior to the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

5. How does the school identify children's special educational needs?

(This section relates to the SEND code of practice parts 6.15-6.20, 6.21 and 6.24)

A pupil has SEN where their learning difficulty or disability calls for special educational provision. This means that they receive support different from or additional to that normally available to pupils of a similar age.

Children may have one or more broad areas of special educational need, as defined in the SEN Code of Practice:

- **Communication and interaction** – this includes pupils with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** – this includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)** – pupils with social, emotional and mental health difficulties may manifest themselves in becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour; this category of need also includes pupils who may have conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes pupils with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Identifying need through assessing progress

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible experience of school. Over the course of transition for pupils joining in Year 7, we will visit your child at their primary school to meet and observe your child in lessons, and liaise with school staff. There may also be dialogue with parents and carers, as appropriate. Information from your child's previous school is used towards our assessment of your pupil's needs. We will assess each pupil's current skills and level of attainment on entry to the school. Assessments may vary for pupils joining the school at any time other than at the beginning of Year 7.

We make regular assessments of progress for all pupils, and regularly identify and provide support for pupils making less than expected progress through the school's progress tracking systems, which includes faculty leaders and key stage directors.

Less than expected progress is identified as:

- significantly slower than that of their peers;
- failing to match or better the pupil's previous rate of progress; or
- failing to close the attainment gap between the pupil and his or her peers.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. Any child identified in this way will be closely monitored to see what impact targeted teaching is having, including the targeted use of teaching assistants' support.

If a pupil requires further support in his or her learning, the class teacher, working with the SENCO, may consider whether a child should be identified as needing SEN support. This may require inviting other professionals, such as a speech and language therapist, to advise and assess your child and make recommendations.

The complexity of identifying SEN

Slower progress and lower attainment do not necessarily mean that a child will have SEND, as there can be a number of factors which account for this, including varying rates of cognitive development or a child's interest in a subject, as well as his/ her preferred learning style, or family circumstances,. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability, as a pupil's learning potential could be higher than that which is currently evident in the classroom. In these situations, a child with areas of considerable strength in a subject may nonetheless be having difficulty either accessing the learning opportunities provided or conveying their understanding through written and other work.

Difficulties related solely to the process of learning English as an additional language are not considered to be a sign of SEND. Language development is monitored over time in order that SEND, if they are present, can be observed and addressed following the school's processes. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. In these circumstances, a pupil's needs would be considered in a holistic manner to identify both the possible reasons for the difficulties being observed and the most appropriate forms of support, which may not include the SENCO or Learning Support.

Listening to and informing pupils and parents

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. We are alert to emerging difficulties and respond early when we can, keeping parents/ carers informed of observations and concerns as they arise. This may be through the usual channels of parent consultations evenings or telephone or email contact, or we may invite you to attend a meeting for a longer discussion.

Where it is decided to provide a pupil with SEN support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report. This information is presented anonymously to protect your child's privacy.

6. How does the school teach and support children with SEND?

(This section relates to the SEND code of practice part 6.19 and 6.4)

At Chailey we have high expectations of all of our learners, and expect every pupil to achieve their very best. Your child's needs will be met in the first instance within the class, supported by the Quality First Teaching approach, including differentiated, personalised planning which takes account of the needs of each child.

The progress of all pupils and their skills targets are reviewed regularly, through regular assessments and 'closing the gap' opportunities in all subjects. We set ambitious attainment targets for all, including pupils with additional SEND needs.

Teachers and teaching assistants are monitored and supported to ensure that the additional teaching they are providing is of a good standard, in line with the school's performance management procedures. The class teacher will receive information on all pupils with SEND needs, and will set appropriate targets based on their current work, prior attainment data and other available information. If needed, an individual programme of additional support will be put in place, such as dyslexia support or reading mentoring. This will be reviewed regularly.

When necessary the school will seek support from outside agencies. This will be discussed with you and a referral made with your permission. Any additional interventions put in place through outside agencies are thought through carefully and monitored in the same way as any school-based provision.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

(This section relates to the SEND code of practice part 6.12)

Lessons at Chailey are pitched appropriately so that all pupils will learn and can make progress, with reference to all available prior attainment data and other information. Children have the opportunity to work in a variety of groupings. For example, mixed ability groups, groups of similar ability groups, one to one with a teacher or teaching assistant.

Teachers take account of the learning needs and learning styles of all pupils, and will differentiate tasks and materials, or provide a choice of task where possible, accordingly. We aim to ensure that such provision is made for those who need it to achieve more than they ever thought possible.

If a pupil has identified SEND needs and is not making expected progress, or has specific gaps in their understanding, they may receive additional input from teaching assistants, or work individually or in a small group for additional support. Where applicable, the school will seek specialist advice.

Further specific support may also be provided through a Statement of Special Educational Needs, School Support Plan or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

8. How are parents and carers involved in reviewing children's progress and planning support?

(This section relates to the SEND code of practice parts 6.64 to 6.71)

Communication between school and home is of vital importance to the success of each pupil we support. The first point of contact between the school and home will be directly, by email or telephone call. In some matters, such as invitations to review meetings or in the case of any official notification being required, contact with parents and carers may take the form of a letter. Where appropriate, the pupil's school planner is also used for communication of daily messages.

Parents and carers can arrange a meeting with either a class teacher or with the SENCO if there are any matters of a private nature or which are of serious concern. We will always have regard to the views, wishes and feelings of parents and carers.

We provide parents/carers with the information and support necessary to enable them to play a full part in decision-making. Parent consultation evenings take place throughout the year, and appointments may be booked for meetings at this time. Feedback is provided to all parents and pupils throughout the year in Progress Reports three times per year, and a written Academic Review document annually. Reports from outside services will take place only with parental permission, and resulting reports are shared with action taken as appropriate, such as reviewing the ECM document to be shared with staff.

Pupil and parent/carer input is important to the Statement/EHC Plan review process, including written submissions and attendance at review meetings. Action taken in the meeting will include and take account of pupil and parent/carer input, ensuring that targets set are holistic to the pupil as an individual and reflect the child and family's priorities as well as those of the school. Where it is appropriate and may be helpful, we will highlight to parents and carers relevant workshops or courses, such as a course with information about a particular condition or signposting towards local services.

9. How are children involved in reviewing their progress and planning support?

(This section relates to the SEND code of practice parts 6.64 to 6.71)

Under the SEND Code of Practice 2014, the child is placed at the centre of the statement and care plan review process. We are committed to involving children with SEND in decisions about their learning. We have regard to the views, wishes and feelings of children as they are expressed, both informally around the school and through formal channels, such as pupil voice activities undertaken with the SENCO, teachers and/or support staff. We endeavour to provide children with the information and support necessary to enable full participation in decision-making. Through the curriculum and structured intervention, we help pupils by supporting their developments as young adults, and help them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Pupils frequently have the opportunity to state their views, including the following ways: regular tutor time discussions, fed back to Student Council through their form representatives; self-assessment tasks in lesson; discussions in tutor time; and pupil voice activities. All information regarding homework is available through the school's homework portal Show My Homework, and information from progress reviews and academic reviews is written into the planner, which is kept by the pupil. In addition to this, pupils with a Statement, with School Based Plans or an EHC plan are fully involved in their annual review process, including attending the review meeting.

10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

(This section relates to the SEND code of practice parts 9.179 and 9.184)

Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We recognise that transitions can be difficult for all children and especially those with SEND and take steps to ensure that any transitions are as smooth as possible.

If your child is joining Chailey at the beginning of Year 7:

- All Year 5 children will visit Chailey for curriculum days, and some pupils will also be invited to attend additional programmes of lessons, performances and taster sessions, which may be intended for identified groups of pupils, such as more able learners.
- Transition days take place for all new students towards the end of the Year 6 summer term.
- We have an annual open evening when Year 5 and 6 pupils may visit with parents/carers, before naming their preferred choice for secondary school transfer. We also have open mornings when it is possible to see the school and lessons, and meet pupils and teachers, during a normal school day.
- Year 6 teachers and the SENCO, and Year 7 Student Support Manager/Transition Manager, will discuss the specific needs of your child, and we will visit all primary schools where pupils are attending Chailey to meet and talk with pupils. Additional visits may be arranged where a pupil with a higher level of need, and a vulnerable transition group will support this.

If your child is moving to or from another school:

- We will contact the school SENCO or other relevant staff regarding any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Support is also provided for transitions between phases of secondary school, such as in the selection of appropriate Key Stage 4 options and towards post-16 transition and decision making about continued education, employment or training after leaving secondary school.

11. What training do school staff have?

All teachers and support have wide areas of expertise, and all staff undergo a programme of continuing professional development (CPD) training throughout the school year. This rolling programme of training and support, part of the school's development plan, is based on the needs of pupils at Chailey School, and also takes account of staff experience and training needs. Staff are trained in areas of their specific expertise. In addition to this, teaching assistants meet regularly with the SENCO to discuss strategies for supporting pupils with SEND.

External courses which staff have attended, and incorporated into their work at Chailey, include Personalised Learning for Reading, ASC training, social skills/social stories, Jump Ahead, dyslexia awareness, behaviour management, speech and language, dyscalculia and the use of the literacy programme Lexia. This is offered to a wide range of pupils and is led by a trained teaching assistant, as a result of their training.

12. How does the school measure how well it teaches and supports children with SEN?

The individual needs of all pupils are discussed by the SENCO, parents and carers. The provision to meet their needs are tailored to the child and provided in a variety of ways. The progress of your child is highlighted throughout the year, through one formal report, two shorter progress sheets and two parents' evenings. It may also be appropriate to have a more detailed conversation with the SENCO during these evenings to discuss provision. We may on occasions contact other professionals for additional advice or support.

We regularly and carefully review the quality of teaching for all pupils, and measure the impact that teaching, interventions and additional resources have had upon learning. We record evidence of pupil support and progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Reviewing SEND support

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

13. How accessible is the school and how does the school arrange equipment or facilities children need?

The school hall, school office, library and medical room are on ground level. All upstairs rooms have access via a lift.

Classrooms are on the ground floor and 1st level, which is accessible via a lift. There is also a disabled toilet suitable for wheelchair users. The school site is fully wheelchair accessible with wide corridors and doorways. Outside areas can be accessed via a ramp.

The school has an Accessibility Policy. As a parent we encourage you to discuss any concerns with us so that we can ensure that all children are included. Further details can be obtained from our Equality Policy, which is available on our website.

Like all schools, Chailey School is subject to the Equalities Act and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We take appropriate steps to ensure pupils with disabilities are treated equally favourably as other pupils, and we provide facilities to assist access to the school by disabled pupils.

14. How will my child/young person be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Health and Safety audits are conducted to ensure that the school provides a safe environment for all pupils. Please see the Chailey School inclusion policy for further information.

All pupils are included in activities outside the classroom, including outdoor learning within school time, and school trips and outside visits, such as to sixth-form colleges. Chailey clubs are available to all students, and, where appropriate suitable adjustments are made as needed to accommodate pupils who are vulnerable for any reason.

Risk assessments are carried out for school visits including residential trips and reasonable adjustments made where required. A suitable number of adults accompany the pupils with a higher level of support provided for some pupils if needed. Any special arrangements are made in full consultation with parents.

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

All school staff who come into contact with children have responsibility towards ensuring that they feel safe and secure at Chailey School, and all staff take children's and parental concerns about well-being seriously. The class teacher and adults in the classroom are kept well informed of any particular need, preference or individual circumstances which is relevant to their learning or overall well-being. This is circulated to all staff via the student's ECM form, which is a working document and frequently updated.

Chailey School has a system of sanctions and rewards for behaviour management for all children (please refer to the school Behaviour Policy for more information, which is available on our website). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. Chailey School also participates in events such as Anti-Bullying week and Schools' ASC Awareness week, and we have a whole-school focus on increasing independence and responsibility as part of the school's ethos.

Trained first aiders are available in school and Chailey School has a medical room for administering first aid. If your child needs medication to be administered in school you are asked to provide details of this on a form. The school nurse is available for advice and will write a health plan when a child has specific medical needs. Where a child has significant medical needs there will also be a discussion between the class teacher, SENCO, school nurse and parents.

16. What specialist services does the school use to support children and their families?

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Where appropriate, we have access to a range of outside services for additional support. Records of involvement of specialists are kept and shared with parents and teaching staff.

In addition some of our staff have undertaken specialist training. These include:

- an ASC specialist teaching assistant;
- a dyslexia-trained teaching assistant; and
- a speech and language-trained teaching assistant.

We work in partnership with a range of statutory and non-statutory services in East Sussex, such as ASD support from the CLASS team, language support from the integrated services team, as well as Occupational Therapy.

17. Where can I get information, advice and support?

The school:

The form tutor is the first point of contact. If there is a concern to be raised over a particular lesson or subject, please contact the class teacher directly, using the 'Contact us' section of the school website. Parents are also welcome to directly contact the SENCO. All contacts are initially made through the school office:

School office/reception: Emma Streeter - estreeter@chaileyschool.org

SENCO: Ms. Louise Thompson – lthompson@chaileyschool.org

Special Needs Governor: Ms. Peggy Hooton

It is our aim that the school works in close partnership with you and maintains purposeful communication between the school and home. All parents are actively encouraged to take part in the school community. We always welcome new members to the Friends of Chailey School Association. Please speak to the school office if you are interested.

If you are considering applying for a place at Chailey and your child has special educational needs, then the first action to take is to phone the school and arrange an initial visit with the SENCO. Further information on the following areas can be found via the links to the East Sussex County Council website, as provided:

- [Admissions and transport](#)
- [The SEND Team](#)
- [Information for families](#)

The Local Authority Offer can be found on the East Sussex County Council [website](#). This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

The East Sussex County Council [local offer](#) provides information about what is available for children with SEND in East Sussex.

18. What do I do if I am not happy or if I want to complain?

We encourage parents and carers to communicate with us early on if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately we will arrange an appointment to meet as soon as possible. If there are any disagreements with parents/carers about SEN support for their child, we will work with them to try to resolve these.

In the event that you are unhappy about how your concerns are being addressed, you will be able to make a formal complaint as set out in our complaints policy.