



THAKEHAM PRIMARY SCHOOL

SEND ANNUAL INFORMATION REPORT

JULY 2021

This report identifies how pupils with SEND were supported in school from September 2020 to July 2021. Many pupils were home learning between 05.01.2021 and 05.03.2021 during the National Lockdown due to Covid-19. The measures in place to support pupils during the home learning period are discussed at the end of this report.

<p>Who is the special educational needs co-ordinator (SENCo) and how can he/she be contacted?</p>	<p>Since September 2018, our designated teacher responsible for special educational needs is Mrs Alison Mullineux. At Thakeham Primary School, our SENCo is known as the Inclusion Co-ordinator (InCo) to reflect wider responsibilities. Parents can contact Mrs Mullineux through the school office. Mrs Mullineux has been an InCo since 1999 and is therefore not required to complete the National SENCo Award.</p>
<p>What types of SEND do we provide for at Thakeham Primary School?</p>	<p>Thakeham Primary School is an inclusive school. We believe that all pupils are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential.</p> <p>We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2014) which states that:</p> <p style="padding-left: 40px;">A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p style="text-align: center;">SEND Code of Practice (2014) - Introduction xiii and xiv</p> <p>Pupils who have been identified as having a special educational need or disability and who are receiving support have been placed on the school's SEND register. We currently have 17 pupils on the SEND register. This equates to 17% of the total number of pupils on roll. There are 12 pupils registered at SEND Support and 5 pupils with an</p>

	<p>Education, Health and Care Plan (EHCP). For much of the year, there has been 20 pupils on the SEND register. Three pupils have moved significantly out of the area in recent weeks.</p> <p>In line with the SEND Code of Practice (2014), pupils' SEND has been categorised into the following four Broad Areas of Need:</p> <ul style="list-style-type: none">- Communication and Interaction e.g. Autistic Spectrum Condition, expressive and receptive language difficulties- Cognition and Learning e.g. dyslexic difficulties- Social, Emotional and Mental Health Difficulties e.g. ADHD- Sensory and/or Physical Needs e.g. visual or hearing impairment <p>At Thakeham Primary School, pupils who are on the SEND register, have needs which fall into one or more of the four Broad Areas of Need.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>At Thakeham Primary School, we have a clear approach to identifying and responding to SEND. Class teachers, supported by the Headteacher and Inclusion Co-ordinator (InCo), make regular assessments of pupils' progress. When monitoring pupils' progress, class teachers look for pupils who have made less than expected progress given their age and individual circumstances. They have looked to see if progress:</p> <ul style="list-style-type: none">- is significantly slower than that of their peers from the same baseline- fails to match or better the pupil's previous rate of progress- fails to close the attainment gap between the pupil and their peers <p>If the school has had concerns about the progress of a pupil, it has taken action to remove barriers to learning and put effective special educational provision in place. The school has adopted a graduated approach to this support. For much of the year, the pupils have been supported through different waves of provision. Wave 1 provision has included strategies that are available to all pupils. Wave 2 provision has included small group interventions whilst Wave 3 provision has been individual targeted support. The three waves of provision are discussed in greater detail below.</p> <p>Wave 1 Provision</p>

If a class teacher has concerns about the progress of a pupil, the school's first response has been to ensure that the pupil receives Quality First Teaching with a specific focus on any area of weakness. The class teacher has completed a Nature of Concern Wave 1 monitoring form. This form has identified the pupil's current level of attainment, together with the views of the pupil and parent/carer. The form has also outlined which Wave 1 strategies the pupil is using. Wave 1 provision includes strategies like table top spelling lists and voice recorders. Strategies have been available to all pupils. After an agreed length of time, the pupil's progress has been reviewed. If the pupil has made progress, the pupil has continued to be monitored at Wave 1. However, the decision has sometimes been taken to put Wave 2 provision in place.

Wave 2 Provision

Wave 2 provision is when a pupil accesses a small group intervention that is in addition to the class teacher's standard planning. For pupils who have accessed Wave 2 provision, the class teacher, teaching assistant (TA) or Inclusion Co-ordinator (InCo) has completed a provision map which has monitored the impact of any intervention in place. Each pupil on the SEND register has also had an Individual Learning Plan (ILP). The ILP contains approximately three targets which are reviewed termly.

Wave 3 Provision

Wave 3 provision is individual targeted support. The InCo has put Wave 3 provision in place if a pupil has failed to make progress through Wave 2 support.

New Stages of Provision

During the latter part of the summer term, the school started to move away from supporting pupils through different Waves of Provision and introduced different Stages of Provision. Stage 1 (Universal Provision) has included strategies that are available to all pupils. There has been a focus on pupils accessing Quality First Teaching. The school has used the West Sussex Ordinarily Available Inclusive Practice documents to offer pupils appropriate and effective strategies. Stage 2 (Early Support Provision) has been additional in-class support. Stage 3/4 (Targeted Intervention Provision) has been individual or small group targeted interventions delivered either in or outside of the classroom. Targeted Provision at Stage 3 has been for pupils not on the SEND register whilst Stage 4 has been for pupils on the SEND Register. Stage 5 (High Needs Provision) has been for pupils with an EHCP receiving a high

	<p>level of 1:1 support. The stages of support accessed by each pupil across the school have been recorded on a year group provision map. The provision maps will be updated every half term moving forward to record any changes in provision.</p> <p>To ensure that pupils are on the correct Stage of Provision, staff have regularly assessed pupils. In addition to on-going formative assessments, the school has also used a range of specialised tests to assist in the identification of pupils' learning difficulties and to monitor progress. Tests that the school has used include:</p> <ul style="list-style-type: none"> - Parallel Spelling Test - Nelson Single Word Spelling Test - Phonological Assessment Battery (PhAB) - York Assessment of Reading for Comprehension (YARC) - The Dyslexia Screening Test - Sandwell Numeracy Test - Raven's Progressive Matrices - The British Picture Vocabulary Scale
<p>What is our approach to teaching pupils with SEND?</p>	<p>At Thakeham Primary School, every teacher is a teacher of SEND. Class teachers are responsible and accountable for the progress and development of the pupils in their class. Class teachers have worked closely with the InCo to plan and differentiate activities to meet the needs of all the pupils.</p> <p>In addition to differentiated class work, pupils with SEND have also accessed specific interventions. Pupils have either worked in small groups or on a one-to-one, depending on the provision accessed. Class teachers, the Intervention teacher, the InCo or TAs have led the interventions. They have taken place in the classroom environment or a quiet group room. Most interventions have been delivered on a flexible timetable to guarantee that pupils have not missed key learning in class.</p> <p>Pupils have accessed a range of interventions to support their area of need. Interventions accessed under the four Broad Areas of Need include:</p> <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Nuffield Early Language Intervention • Attention & listening skills • Speech sounds difficulties

- Receptive & Expressive language skills (Including work on vocabulary development, language concepts, following instructions & grammar)

Cognition and Learning

- Phonological Awareness (Including Read, Write Inc & Sound Linkage)
- Reading
- Reading Comprehension (Including Vipers & Reading Between the Lines)
- Multi-sensory spelling (Including Common Exception Words & Phonics)
- Grammar & punctuation
- Precision Teaching
- Number Fluency (Linked to Maths Mastery approach)
- DfE - Ready to Progress in Maths
- Memory skills (Including visual & auditory memory)

Social, Emotional and Mental Health Difficulties

- Therapeutic Thinking approach to promoting positive behaviour
- Lego therapy
- Social skills groups
- Emotional support
- Promoting self-regulation
- Emotional literacy
- Resilience
- Promoting self-esteem
- Anxiety management

Sensory and/or Physical Needs

- Movement breaks
- Sensory breaks (Pupils have their own calm bags & areas for down time)
- Sensory tents
- Sensory integration (Including weighted blankets & sensory cushions)
- Gross motor skills (Including Jump Ahead & South Warwickshire NHS Trust programme)
- Fine motor skills (Including handwriting & manual dexterity)
- Visual Perception
- Specialist equipment to support gross & fine motor skills (Including sloping boards & peanut balls)

	<p>Some pupils on the SEND register have also accessed interventions provided through the Covid-19 Catch-up Premium or Pupil Premium. These interventions are reported on separately.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>All of our pupils have accessed either the Early Years Foundation Stage Curriculum or the National Curriculum. Class teachers, the InCo and TAs have differentiated tasks to make them more accessible for some pupils. Multisensory learning across all curriculum areas has been promoted and pupils have been encouraged to use visual, auditory and kinaesthetic learning styles to further their skills.</p> <p>As part of the school's focus on Quality First Teaching, class teachers have ensured that their classroom environments provide pupils with access to resources to encourage independent learning. For example, all classrooms are rich language environments, which promote pupils' language and literacy skills.</p> <p>The school building and outdoor areas are accessible to all pupils. The school has an accessible hygiene room.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Thakeham Primary School is committed to ensuring that every aspect of the school day, including extra-curricular clubs, is accessible to all pupils. This has been achieved through implementing a number of strategies. Class teachers have made effective use of TAs in the classroom to ensure that pupils can access activities. For example, TAs have supported with the reading or writing required for a pupil to access a group task.</p> <p>Where possible, pupils have worked in mixed ability groups where they are encouraged to support one another. Pupils are encouraged to collaborate and engage with all the pupils in their class and across the school. Class teachers have also ensured that pupils with SEND are able to engage in activities with pupils in the school who don't have SEND by differentiating classroom activities and making necessary adaptations to resources. For example, resources have been enlarged or provided on coloured paper.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>At Thakeham Primary School, we encourage parents/carers to discuss any concerns they may have with their child's class teacher. If appropriate, a call/meeting with the InCo has been arranged. Parents/carers are kept informed about their children's progress at Parent Consultation Evenings, which are offered termly with the class teacher and InCo. This year, these have been via video call or telephone. The InCo has met with every parent/carer of pupils on the SEND register each term to discuss progress. For some pupils, the InCo has met with parents/carers on a more regular basis to monitor progress and discuss the impact of support. All parents/carers have had the opportunity to review their children's ILP targets and contribute to new targets set. Pupils who have an ILP have also received a</p>

	<p>written report in the summer term. Parents/carers are encouraged to meet informally with staff to discuss their child's progress throughout the year. Information has been shared with parents/carers about how they can support their children at home.</p> <p>This year, updates on the curriculum have been shared with parents/carers through newsletters, the school's website and through online meetings led by class teachers.</p> <p>Parents are also made aware of support available through the West Sussex SEND Information, Advice and Support Service (SENDIAS) which can be accessed online at: send.ias@westsussex.gov.uk or by phone on 0330 222 8555.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Pupils have been fully involved in their education. Class teachers, TAs and the InCo regularly discuss targets with pupils so that they understand areas for development. All pupils have had the opportunity to comment on their progress and their views are recorded on their ILPs. Pupils on the SEND register also share their views on how they can best be supported through their One Page Pupil Profile.</p> <p>During the year, the InCo has met with pupils on the SEND register to discuss their general level of support. Where possible, the InCo has made adjustments to meet the pupils' requests. Examples include requests for alternative fidget toys.</p> <p>Throughout the day, pupils receive regular verbal and written feedback. All marking follows the school's marking policy (Assessment & Feedback Policy), which clearly identifies a pupil's strengths and ways forward.</p>
<p>How do we assess and review pupils' progress towards their outcomes and evaluate the effectiveness of our SEND provision?</p>	<p>Regardless of the level of support a pupil has accessed, the support has taken the form of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a pupil's progress is constantly monitored and members of staff have checked that the intervention in place is both relevant and effective.</p> <p>Assess – The InCo and class teacher have carried out a clear analysis of the pupil's needs. This analysis has drawn on the class teacher's assessments, previous attainment and progress of the pupil, as well as the views of the pupil and parent.</p> <p>Plan – The InCo and class teacher have agreed, in consultation with the parent and pupil, the interventions and support put in place, along with a clear date for review.</p>

Do – The class teacher has been responsible for ensuring that a pupil has accessed Quality First Teaching in the classroom. The pupil may have accessed additional support, depending on the level of need. At Thakeham Primary School, interventions have been delivered by class teachers, the InCo, the Intervention teacher, TAs and by outside agencies such as play therapists.

Review – The effectiveness of the support and interventions and their impact on a pupil’s progress has been reviewed and evaluated in line with the agreed date. Parents and the pupil have also had the opportunity to review progress and their views are recorded on the ILP. The InCo and class teacher have also revised the support in light of the pupil’s progress and development, deciding on any changes that need to be made to the provision.

The ILP reviews this year have demonstrate how pupils have made good progress against each of their targets set. Individual assessments, together with evidence in pupils’ books show that many pupils are applying the targeted skills to independent learning. Through ILP reviews, it has also been evident how parents/carers have supported their children’s learning at home. Parents/carers have played a key role in reviewing and setting new targets.

In addition to ILP learning outcomes, the school has also monitored pupils’ progress through the school’s assessment tracker. Each term, class teachers have inputted data on pupils’ attainment. This data has been discussed during Pupil Progress meetings with the class teacher, Headteacher and InCo.

For pupils on the SEND register, their attainment and progress data has been analysed closely. The school normally classifies ‘expected progress’ as a 3 points score over an academic year. Despite a further national lockdown due to Covid-19, the school has maintained the expectation of 3 points progress over the year.

The tables below identify the number of pupils on the SEND register who have made ‘expected progress’ or ‘better than expected progress’.

SEND pupils with EHCPs often make smaller steps of progress. This progress is not always identified through the school’s system reported below. Staff have an alternative tracking tool in place for these pupils.

KEY STAGE	NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN READING	NUMBER OF PUPILS WHO MADE BETTER THAN EXPECTED PROGRESS IN READING
EYFS	2/2	2/2

KS1	4/5	1/5
LOWER KS2	4/6	1/6
UPPER KS2	3/4	2/4

KEY STAGE	NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN WRITING	NUMBER OF PUPILS WHO MADE BETTER THAN EXPECTED PROGRESS IN WRITING
EYFS	2/2	2/2
KS1	4/5	0/5
LOWER KS2	4/6	0/6
UPPER KS2	2/4	1/4

KEY STAGE	NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN MATHS	NUMBER OF PUPILS WHO MADE BETTER THAN EXPECTED PROGRESS IN MATHS
EYFS	2/2	2/2
KS1	4/5	2/5
LOWER KS2	4/6	2/6
UPPER KS2	2/4	0/4

For those pupils who have accessed the advice of outside agencies, like the Speech and Language Therapy Service, the school has also drawn on assessments carried out by these specialists to help monitor progress. The

	<p>goal sheets and termly reports provided by the Speech and Language Therapy Service reflect the positive progress these pupils have made.</p> <p>All hard copies of ILPs and outside agency reports are securely filed. Each pupil also has an electronic file.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>The school aims to provide a happy, caring and supportive environment for the pupils through the promotion of positive behaviour strategies. The expectations of behaviour are set out in Thakeham's Behaviour Policy and Anti-bullying Policy. At the start of the academic year, the Headteacher and InCo attended a three day training course entitled Therapeutic Thinking, which explored a therapeutic approach to behaviour management. During the year, all staff have been trained in a therapeutic approach and the school is in the process of rewriting its behaviour policy. Although the school has trialled some new strategies over this last academic year, the new approach will be launched in full next year.</p> <p>Over the last academic year, the school has offered pastoral support for pupils who are encountering emotional or social difficulties. For pupils experiencing emotional or social difficulties, the class teachers have worked closely with the Headteacher, InCo, parents and pupil. Pupils have been offered a range of support including play therapy, counselling, therapeutic art sessions, social skills groups and Cognitive Behaviour Therapy. Pupils, parent/carers and school staff have given positive feedback on the interventions and support in place.</p> <p>At Thakeham Primary School, staff recognise the importance of promoting all pupils' emotional well-being and this is fostered at every opportunity. In 2019-2020, mindfulness sessions were introduced across the school after lunch and these sessions have continued this year. These activities have proved popular with pupils and staff report a positive impact on pupils' behaviour and well-being. The school has also developed its Mindfulness Garden over the last year. A number of pupils have been involved in its development and some pupils have participated in regular gardening activities as part of an enhanced curriculum offer.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>The InCo at Thakeham Primary School attends regular meetings with the other teachers responsible for special educational needs in the locality. Through these meetings, the InCo accesses the skills and advice of other InCos/SENCOs as well as training opportunities from outside agencies. Training received by the InCo and other members of staff at Thakeham Primary School over the last academic year includes:</p> <ul style="list-style-type: none"> • Strategy Toolbox for Good Mental Health (InCo attended) • Therapeutic Approach to Behaviour Management (InCo & Headteacher attended)

	<ul style="list-style-type: none"> • Virtual SENCo Conference (InCo attended) • Dyslexia and Anxiety (InCo attended) • The Communication Trust - Speech, Language and Communication Progression Tools (InCo attended) • Leaders of Disadvantaged Pupils – Four workshops (InCo & Headteacher attended) • SENCo Leadership Forums (InCo attended) • First Aid at Work & Paediatric First Aid (Some class teachers & TAs attended) • Asthma online training (All staff attended) • Locality SENCo meetings (InCo attended half termly meetings) • Read, Write Inc Phonics training (All staff attended) • Nuffield Early Language Intervention (InCo, class teachers & some TAs completed) • Sensory Integration (InCo attended) • Child Development Centre support (InCo attended) • Gross and Fine Motor Development (InCo attended) • Internal Training – Maths Mastery (Headteacher, class teachers, InCo & TAs attended) • Internal Training - Therapeutic Approach to Behaviour Management delivered by the Headteacher & InCo (Class teachers & TAs attended) • Supporting pupils’ expressive and receptive language skills – training materials provided by the Speech & Language Therapy Service (TAs attended) • Internal training - Safeguarding training (All staff attended) <p>The school has also benefited from close links with outside agencies. The InCo has drawn on the expertise of the specialists through meetings, phone calls and emails.</p> <p>Class teachers at Thakeham Primary School receive training through weekly staff meetings as well as locality and county training sessions. Staff have observed other teachers working within the school. The InCo has supported class teachers and TAs with individual pupils’ needs. At Thakeham Primary School, TAs have a weekly training session. These sessions are led by the InCo, Headteacher or subject leaders.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Throughout the year, the school has accessed the advice and support of a number of outside agencies including:</p> <ul style="list-style-type: none"> • Speech and Language Therapy Service – Expressive, Receptive and Social Communication • Learning and Behaviour Advisory Team – Consultation and Review Meeting • Autism and Social Communication Team – Consultation and Review Meeting • Educational Psychologist • Child and Adolescent Mental Health Service (CAMHS)

	<ul style="list-style-type: none">• CAMHS Urgent Home treatment Team• Community Mental Health Liaison Service• Occupational Therapy Service• Child Development Centre• The Intensive Planning Team• School Nurse• Equine Therapy Centre• Children and Family Centres• Early Help Team• West Sussex Fair Access Team• Family Support Workers• Social Workers• Play Therapists• Counsellors <p>The school benefits from a good relationship with each of these services. Some pupils in the school have accessed direct support from these specialist services and they have provided advice and guidance on learning outcomes. Some of these services have also worked directly with parents, providing information and offering support.</p>
<p>What are the arrangements for supporting children in moving between phases of education?</p>	<p>Due to Covid-19, it has not been possible to put in place the school's usual transition plan for pupils starting or leaving Thakeham Primary School.</p> <p>For pupils entering Reception, the class teachers, Headteacher and InCo have spoken with staff at pre-schools/nursery schools about individual pupils. The class teachers and InCo have also observed pupils in their setting and spoken with staff. The class teacher and TA have spoken with all parents and pupils individually and where appropriate, the InCo has also spoken with parents. The school held a face-to-face meeting for all Reception parents/carers outside during the latter part of the summer term. During this meeting, parents/carers were able to meet the class teachers, Headteacher, InCo, Chair of Governors and a member of the Friends of Thakeham Primary School. Every pupil had a transition visit during the final week of term, although strict Covid-19 restrictions were in place. Pupils will have a staggered start over the first few day of term in September 2021.</p> <p>For pupils moving on to secondary school, the following arrangements have been in place:</p>

	<ul style="list-style-type: none"> • The Y6 Class Teacher and InCo have met with members of staff at the local secondary school responsible for Y7. The needs of vulnerable pupils have been discussed. • The InCo at Thakeham has met with the SENCo at the local secondary school to discuss the pupils' specific needs. The Advisory Teacher from the Autism and Social Communication Team joined this meeting. • The Class Teacher has provided the local secondary school with a report about every pupil. • The InCo has provided the secondary school with a detailed report about every pupil on the SEND register. • All Y6 pupils have had a face-to-face Questions and Answers session with key members of staff at the local secondary school. • Pupils in Y6 have participated in a whole school virtual transition day for their local secondary school. Links to online resources have also been sent directly to parents. • Pupils on the SEND register have participated in an online meeting with key staff at the local secondary school. • For some pupils with SEND, a visit to the secondary school has been arranged. • The InCo at Thakeham Primary has met with some Y6 pupils to support them individually with their transition to secondary school. The InCo has used resources provided by the local secondary school. • All records have been transferred to the new school. <p>For pupils entering or leaving Thakeham Primary School mid-year, the following arrangements have been in place:</p> <ul style="list-style-type: none"> • The Headteacher has met with parents and children individually. • The Headteacher and/or InCo has spoken to relevant staff at the previous/new school. • All records have been transferred.
<p>How has the school supported SEND pupils during the partial closure of the school due to Covid-19?</p>	<p>During the partial closure of the school due to Covid-19, fourteen pupils with SEND continued to attend school and six pupils were home learning. The pupils home learning, completed the online work set by class teachers and laptops were loaned to families where required. Some SEND pupils had work printed by the school as this made it easier for pupils to complete work set. To ensure that pupils' specific needs were met, some SEND pupils received individualised learning programmes. Parents/carers received advice by phone, email or video call from the InCo or class teachers on how home learning activities could be differentiated.</p> <p>Throughout the lockdown, the school's Intervention Teacher continued to work with the pupils who were in school. For the pupils who were home learning, she provided individualised activity programmes. These pupils received support via telephone and video call with their learning. The Intervention Teacher also provided some pupils in KS2 with some online teaching via video call. This online teaching was praised by parents/carers.</p>

	<p>The InCo spoke with parents/carers and SEND pupils at least once each week throughout the lockdown period to offer advice and support. The communication with via phone or video call. Some families received more frequent calls. All communication was logged. The Headteacher and class teachers also made phone calls home.</p> <p>Over the spring term lockdown, the intervention programme did not continue in full due to class teachers and TAs managing the learning of pupils in school as well as those home learning. For pupils in school, Speech and Language interventions continued as well as some Reading, Writing and Maths interventions. For pupils engaged in home learning, speech and language resources were shared with parents/carers so that pupils could continue interventions at home. Once all pupils returned to school on 8th March 2021, the full intervention timetable resumed.</p> <p>During the national lockdown, the Speech and Language Therapy Service continued to assess pupils who were in school. The school also received valuable face-to-face support from the Intensive Planning Team. Other outside agencies provided support via video call.</p>
<p>Where can the school's and West Sussex's Local Offer be found?</p>	<p>Services available for identifying and assessing children and young people with special educational needs from birth to age 25 can be found on the West Sussex Local Offer website. Areas covered are education, health, social care, support services and leisure.</p> <p>The provision, support and resources available at Thakeham Primary School which is part of the STARS and Chanctonbury locality group can be found in the school's Local Offer. This can be found on the school's website. There is also a link to the West Sussex Local Offer.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are heard through the school's complaints policy and procedure.</p>