

St John's CofE VC Infants

Special Educational Needs and Disabilities Policy



May 2024

Our school vision...

'Let your light shine' -Matthew 5:16

As a school community we believe that the ethos of the school should be built on a foundation of values.

At St. John's we seek to promote our School Christian Values of Love, Perseverance and Respect.

Approved by the Governing Body of St John's CofE VC Infants

Chair of Governors ...Jim Gurl.....

Date17/05/24.....

Proposed Date of Future Review.....May 2025

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St John's Infants School is a two-form entry Infant School set in the heart of Glastonbury, with a large purpose-built nursery on site. Providing education for 2-7 year olds, we work closely with St Benedict's Junior School and with all feeder nurseries, playgroups and pre-schools, to ensure that our pupils are well supported when they start their school journey and as they continue after they leave. The SENCOs of St John's and St Benedict's meet half termly to ensure a consistency of approach to SEND between the schools. The SENCOs of St John's and Jumping John's Nursery also meet regularly to discuss pupils and provision, planning for a seamless journey from Nursery through Infant and onto Junior School.

Educational Inclusion

We at St John's are committed to meeting the educational needs of all our pupils and ensuring that every child makes progress, regardless of starting point. We endeavour to offer excellence and choice to all our children, whatever their needs or circumstances. We have high expectations for all and want all children to feel like valued and important members of our school community. We aim to remove all barriers to learning and participation. We respect the fact that children;

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

St John's strives to develop the knowledge of teachers and support staff and recent training has included, Understanding Autism, Awareness of Autism in Girls, Supporting children with Attachment difficulties, PDA and how it presents, Team Teach, Trauma Informed, SCERTS and Sensory Processing and Modulation. The whole school staff adopts an Emotion Coaching based approach. In the past the school gained Dyslexia Friendly status. Although the county no longer supports accreditation, many approaches are still practised to ensure the best provision for children with a specific learning difficulty.

Teachers respond to children's needs by:

- Supporting children who need help with communication, language and literacy;
- Planning to develop children's understanding through a multi-sensory approach;
- Planning for children's full participation in learning through scaffolding and support;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping children manage their emotions, particularly trauma or stress and to take part in learning;
- Following the Assess-Plan-Do-Review model (APDR) as recommended in the SEND 2014 Code of Practice.

This policy prescribes the procedures that the staff of St John's Church of England VC Infants School and Jumping Johns Nursery use when supporting children with Special Educational Needs or Disabilities.

Who is the school SENCO?

Our SENCO, Mrs Rebecca Maisey, is also Senior Teacher, teaching in Fox Class for 3 days a week and being out of the classroom on Thursdays and Fridays for dedicated SENCO time. She gained the NASENCO award for SENCO accreditation in 2015.

She has worked at St John's since 2012 and in education since the year 2000.

Parents are welcome to contact her through email-

rmaisey@stjohnsglastonbury.school or phone the school office on 01458 832085 and leave a message any time in the school day and she will endeavour to get back to you as soon as possible.

1. Introduction

This document was created in line with the recommendations published through NASEN (National Association of Special Educational Needs) and the EEF (Education Endowment Fund) by the school's SENCO with the SEND Governor and in liaison with the senior leadership team, all staff and parents of pupils with SEND. It should be read in conjunction with the following related policies and guidelines:

- Somerset Core Standards, 2022
- Special Educational Needs Code of Practice 0-25, 2015
- Equality Act 2010: advice for schools DfE, Feb 2013
- LA Policy and Guidelines
- School's SEND information Report
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England KS1 Framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards, 2012
- SEND curriculum statements of intent (appendix 1-5)

2. Aims

At St John's Infants School, we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Every teacher is a teacher of every child, including those with SEND.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We ensure;

- A child with special educational needs or a disability has their educational needs met
- The views of the child are sought and taken into account
- Parents work alongside teachers and the SENCO to support their child's education

- Children with special educational needs or a disability are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

The staff of St John's believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender, nationality or culture.

Objectives

- Identify needs as early as possible and provide a graduated response
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs and disabilities
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures including a pupil's individualised targets into curriculum planning
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs and disabilities work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make at least expected progress from their starting points as they move through the school

3. What is the definition of SEN/D within our school?

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning

difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. (SEND Code of Practice 2014)

The Code of Practice refers to **4 broad categories** of need which give an overview of the range of needs which school should provide for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. These are outlined below.

Communication and Interaction Difficulties

Children may have a speech and language delay, impairments or disorders, specific learning differences e.g. dyspraxia, or autism spectrum condition.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties, specific literacy or maths difficulties such as dyslexia or dyscalculia.

Social, Emotional and Mental Health

Children may present with very challenging behaviours as a result of their social and emotional wellbeing. They could become withdrawn or isolated, disruptive, hyperactive or present with a lack of concentration. These behaviours will indicate an underlying area of need and will be addressed through a planned nurture and support programme.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's medical or intervention registers or maybe both.

Learning may also be impacted by other external factors and these should also be reflected when considering why a pupil is not making the expected progress. These factors might be

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)

- Being a looked after child (CLA)
- Being the child of a parent in the services
- Impact of the home environment e.g. Adverse Childhood Experiences (ACEs)

4. What are the roles and responsibilities of the wider school?

What is the role of the Governing Body?

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs and disabilities. The Governing Body then delegates the responsibility for implementing policies and guidelines to the Head Teacher e.g. establishing the appropriate staffing, funding arrangements, and maintaining a general overview of the school's work. The Governor who oversees SEND is listed with their contact details on the front page of the policy.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any child with SEN/D
- Ensures all children, including those with SEN/D have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN/D provision
- Ensures discussions with parents regarding SEN/D matters at relevant meetings
- Ensures that pupils with SEN/D are fully involved with school activities
- Ensures they are involved in developing and reviewing SEN/D Policy

What is the role of the Senior Leadership team and the Head Teacher?

The SENCO is part of the senior leadership team. Responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs, the Head Teacher works with the SENCO to ensure that the Governing Body is informed of all developments with regard to SEN/D. Victoria Bruinsma as Early Years leader is the other member of the senior leadership team, who also monitors the progress and provision of the SEND pupils.

In every instance, when a parent seeks a place for a child at St John's Infant School, the Head Teacher:

- Ascertains whether or not the child is the subject of an Education, Health and Care plan (parents are to record this information on the school's admission form)
- Informs the LA that an approach for admission has been made.

The school requests any previous school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including

pupil profiles and the most recent information when a child is transferring from another school.

What is the role of the SENCO?

The SENCO's role includes:

- Interpreting legal requirements for staff, parents and governors
- Collecting the voice of all the school's stakeholders e.g. pupils, parents, staff and governors
- Coordinating and evaluating provision, including interventions, for children with SEND
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision and maintaining the intervention register
- Make alternative arrangements for pupils highlighted as being unable to take part in formal assessment
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Organising and delivering INSET or professional development activities in order to meet the needs of staff
- Liaising with external agencies including the local authority advisory team, educational psychology services, health and social services and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the implementation of pupil passports, the setting of individualised targets and the review process for all pupils on SEND Support or who have an EHCP
- Supporting pupils through and during the points of transition e.g. class to class and school to school and through School Entry Meetings for children starting in Reception or moving on to Junior School.

What is the role of the Teachers?

Teachers will:

- Provide quality first teaching for all class members
- Be responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Monitor carefully the progress of all pupils, providing interventions and adjustments where necessary
- Raise concerns about any child who has accessed good quality personalised teaching but is not making adequate progress, to the child, parents and SENCO

- Work with the SENCO to decide the action required to assist the pupil to make progress, using the cycle, assess-plan-do-review every term.
- Work with the SENCO to collect all available information on the pupil
- Develop and review the individual targets set within the Pupil Passports for pupils who are accessing intervention
- Develop effective relationships with parents
- Work alongside support services, following advice and programme suggestions to support pupils on SEND Support or with EHCPs
- Encourage pupils to participate in decision-making where possible
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEN/D

What is the role of the support staff?

Support staff (TAs) will:

- Ensure that day to day provision is in place for the pupils they support
- Implement agreed strategies and programmes, and advice from any external professionals
- Help teachers to maintain any SEND record keeping e.g. individual intervention trackers
- Collect any supportive resourcing required for the group they are working with in the class
- Maintain any specialist equipment e.g. specialist chairs, feeding equipment or sound field systems for children with hearing loss
- Ensure regular communication with the class teacher and the SENCO to provide updates on pupil progress or any concerns raised
- Attend relevant professional development training and identify areas for development through the performance management cycle

What is the role of the pupils?

The school actively encourages the involvement of children in their education. Working solely with infants, we strive to ensure that the systems we develop to involve them are age appropriate. From the beginning of their journey within our school, we seek their voice on:

- their strengths and difficulties,
- the things that they enjoy and don't enjoy
- what they would like to be better at
- how their teachers can help them
- if they need additional resources in their classrooms
- if they feel an intervention is helping them and how an intervention has helped them to be better

What is the role of the Parent/Carer?

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. Staff are happy to meet with parents at any time to discuss any concerns that they may have. In addition to this offer we will;

- Notify the parents verbally through the class teacher as soon as any SEND concerns are noted
- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met. The targets or actions are agreed together
- Invite the parent/carer to help review and create the termly targets
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set and arrange meetings with the SENCO to suggest approaches and techniques to use
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Direct parents to suitable support networks including SENDIAS (Special Educational Needs and Disability Information, Advice and Support).
- The service is free, independent and impartial and can be accessed via www.somersetsend.org.uk
- Encourage parents/carers to be involved in our offer and in contributing to improving our SEND provision by attending termly parent's forums. Our school SEND Information Report can be found via;
SEND Information Report 2023/24
- Encourage parents/carers to attend half-termly SEND coffee mornings with the SENCO and SEND governor.

5. Procedures

The Graduated Approach

The SEND Code of Practice (2014) sets out a graduated response to meeting children's special educational needs. If a child, despite good quality teaching in class with differentiated support, struggles to make expected progress, a period of assessment by the class teacher with SENCO support should be undertaken.

As part of our normal teaching arrangements, all pupils will access some interventions to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If following normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments, which will help us to understand these needs better.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess

Assessments may be carried out using class-based assessments, such as Read Write Inc or Maths assessments. Other assessments sometimes used to ascertain a pupil's areas of difficulty include tests of receptive language, phonological abilities, sight word recognition, reading comprehension, spelling etc. If these assessments lead the class teacher and SENCO to the conclusion that a more personalised intervention would benefit the child then, in consultation with the parents, his/her name will be put on the intervention or SEND register and their progress will be monitored more closely.

Plan

A child on the SEND register or in receipt of an EHCP will have at least a termly review of their progress. This will involve monitoring their individualised targets and pupil passport and reviewing their progress during the relevant interventions. The pupil will contribute their voice to help the teacher set appropriate targets. Parents will be invited to work with the class teacher to decide on targets and make suggestions of how they can support these.

Some pupils may arrive in school already in receipt of a plan or EHCP, and these will be reviewed during the first term and the cycle will continue.

Pupils with SEN/D needs who are known before school entry to reception class will have a school entry plan meeting and follow up school entry plan review meeting to support their transition into school.

Do

The class teacher/intervention facilitator should provide interventions, often small group or 1:1, that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. Within the SEND support list there may be a few children who access additional intervention through 'high needs' funding. This may be allocated through the school's devolved SEND budget or in a few very high needs cases, the school may apply for additional extra 'top-up' funding. This funding may be spent on extra personnel, resources or specialist equipment which will support the child to achieve their targets, alongside the class teacher.

Review

APDRs are reviewed at least three times a year. They include:

- The child's opinions on what he/she does well and would like to get better at.

- Two to four short-term targets relating to addressing the key barriers to learning for the child.
- Parental comments
- The teaching strategies to be used
- The provision to be put in place and outcomes

If at review, new targets are appropriate to achieve a narrowing of the learning gap, then another target will be written. Some pupils may benefit by being referred to the support services, including Occupational Therapy, Speech and Language Therapy, Autism Advisory Service or Educational Psychology Service who may work with school to help assess and plan provision for a child. Outreach support such as that from the Tor or Mendip School may also work with identified children. The school greatly values this support. The SENCO or Head Teacher in close liaison with parents and class teachers refers and monitors the involvement of outside professionals.

The intervention register has all those children listed who are currently in receipt of an intervention as a result of a concern brought by the class teacher, parent or an external professional working within or with our setting. The progress of these pupils is monitored through pupil progress meetings, ongoing observations made by the class teacher and intervention facilitator and through at least termly intervention monitoring by the senior leadership team.

Wave 1: Early Identification of need: All staff work closely with the children in the classrooms to ensure that they know the children very well. Identification may come from staff in school or through parental concern from within the home. Information from other settings also helps staff to ensure that they meet the needs of the children as quickly as possible. Early identification is essential if we are to individualise the learning of the child.

All class teachers monitor and complete ongoing assessments of their pupils. When a teacher first has a concern about a pupil's progress, they will put in place some support. All staff refer to and use Somerset's Graduated Response <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/> to provide additional support for pupils, e.g. group support. If this does not help to narrow the gap, they will then consult the SENCO, literacy or maths lead to assist with planning an intervention.

Wave 2: Additional Support: If a child continues to demonstrate difficulties, requiring support or interventions beyond the main classroom teaching, their class teacher will begin to target their needs. Targets that are both achievable and measurable will be set for them through an intervention. These targets will then be reviewed and updated during the six week period of intervention. During this time, interventions used might be e.g. TALK BOOST or Read Write Inc. At this stage, pupils are tracked as causing concern and flagged in the Pupil Progress review meetings.

If required this intervention can be repeated. If the child continues to present with concerns and is finding learning significantly more difficult than their peers at the end of the second cycle they may be identified as working at special needs support.

Wave 3: Special Needs Support: St John's teachers are general classroom practitioners. As time goes on it may become evident that more specialist provision is required for a child. Staff are regularly required to seek the aid of external professionals such as speech and language advisors. To do this, it is necessary to complete a single, multi-agency form (the Early Help Assessment, or EHA) for all referrals. Parental permission is required at this stage.

At this stage, pupils may be receiving individual interventions in school through programs such as more specialised speech or sensory programs. Individual targets will be set for the children and shared with parents. At this stage pupils should be tracked as special needs school support.

Wave 4: EHCP (Educational Health Care Plans): For a small number of children we may need to apply for an EHCP. This is a process, which is completed over time, as it requires evidence from parents, teachers, support staff, external professionals and our own SEND team. Again, parental permission is required and their input is vital. At this stage, pupils should be tracked as SEND/EHCP.

At all waves of intervention the staff at St John's firmly believe that any difficulties should be picked up as soon as possible, before a child begins to struggle with self-esteem. Pupils on Education Health Care Plans or with High Needs Funding will also have annual reviews. These will be organised and overseen by the SENCO.

Criteria for exiting the SEND Register

If a pupil has successfully achieved the majority of his targets, narrowed his reading age gap, narrowed his curriculum gap, or no longer requires support to be able to successfully access the demands of the classroom, he/she will be reviewed and the class teacher, child, and SENCO will decide to remove him/her from the register. Parents will be informed and have an opportunity to discuss the decision with school.

Education of Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a physical difference and where this is the case the school will comply with its duties under the equality Act 2010

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Children with medical conditions do not automatically join our SEND register. Each case is monitored and reviewed individually.

6. What provision is made for SEND training?

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCO and designated governor discuss and review SEND issues regularly. The SENCO (Head Teacher or representative) attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for children. Training for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. Governors have access to SEND training where appropriate.

The SENCO has completed the Somerset SEND audit tool in 2020-21 and again in 2022-23. The audits were worked through with the SEND governor and the teaching team. This tool combined with an annual SID review with an SEND Local Authority advisory teacher also provides the school with some clear ideas for strategic SEND improvement.

7. How do we ensure access for all?

The DDA (Disability Discrimination Act) as amended by the SEN and Disability Act in 2001, placed a duty on all schools and Local Education Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with these requirements the school produces a bespoke accessibility plan. Current targets prompt senior staff to allocate appropriate funding and resourcing is acquired to ensure that all pupils are able to access and participate in the teaching and learning, the wider curriculum, and the physical environment. These targets can be located in the school's most recent accessibility plan. Throughout the setting consideration is also given to any alteration that might need to be made, e.g. written information provided for parents, pupils and staff as well as any aids that will support teachers and pupils.

Amendments to the environment and whole school practice will be made when and where necessary through e.g. the inclusion of wheelchair friendly ramps for a pupil requiring adapted access to their classroom.

The school's fire and evacuation policy lays down basic procedures for the safe efficient evacuation from the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures are designed in partnership with the learner, their parent/carer and any other professionals as necessary. This information then forms the basis of an evacuation plan. These are reviewed on an annual basis. The current evacuation assembly point is on the school's front playground.

8. How do we monitor and evaluate our policies and guidelines relating to SEND pupils?

The quality and provision we offer all pupils is monitored by the senior leadership team through in class observations, sampling of views of parents and pupils, observations of all staff and thorough monitoring of pupil progress through termly pupil progress meetings.

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and SLT
- Collation of children's and parent/carer comments following review meetings

9. How do we store and manage information relating to SEND pupils?

All documentation relating to pupils with SEND is stored in line with the school's policy on the management of information. The school is compliant with the General Data Protection Rulings that became statutory in May 2018. Parents can be reassured that these guidelines are closely followed and welcome challenge should they feel that they have been breached in any way.

Teachers hold pupil passports in the classroom and the SENCO team hold information from e.g. external professionals within individual files in the inclusion room. Information may also be stored electronically.

10. How do we manage bullying within our setting?

Links are also made with the schools behaviour policies. Parents can be reassured that the school makes every effort to safeguard the needs of pupils with SEND, promote independence and build resilience in their child's learning. The school also takes steps to

- Ensure and reduce the risk of bullying of vulnerable learners
- Provide parents with information on how to address the needs of their children when e.g. using and understanding social media
- Create an environment within which pupils show empathy to and for their peers
- Provide opportunities for pupils to learn about and appreciate what makes us different from each other

11. Who do we work with outside of our setting?

The school actively seeks to work with other professionals outside of our own school setting. We work within the Street and Glastonbury Community Learning Partnership and attend Mendip SEND forums so that we can access the tiered support now provided by education professionals such as the educational psychologist and learning support service. Firm links have also been built between our feeder nurseries and pre-schools so that children are well supported when they start, with school entry meetings or when they leave through exit meetings. Early dialogue between advisory teams, class teachers, Early Years Area SENCO and other settings' SENCOs are prioritised to ensure transition is seamless and children settle quickly.

Where our ongoing observation and rigorous assessment leads to the identification of, and provision for SEND, the SENCO is responsible for liaising with a range of professionals linked to the SEND needs within our school e.g. the Speech and Language and Occupational Therapists.

12. What should I do if I have a complaint?

The school's complaints procedure is outlined on the school website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request, however if a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to in the first instance the class teacher, following that the SENCO or Headteacher.