SEND Information Report



Last reviewed: October 2026
Due for review: October 2027

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Shropshire Council's Local Offer

The Meadows Primary School

The Meadows Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed. The quality of SEND provision is continually monitored, evaluated and reviewed internally in school and externally by the Local Authority.

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What is SEND?

The definitions of Special Educational Needs (SEN) below has been taken from the SEND Code of Practice January 2015

Special Educational Needs (SEN)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others*
- *of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if they are likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or

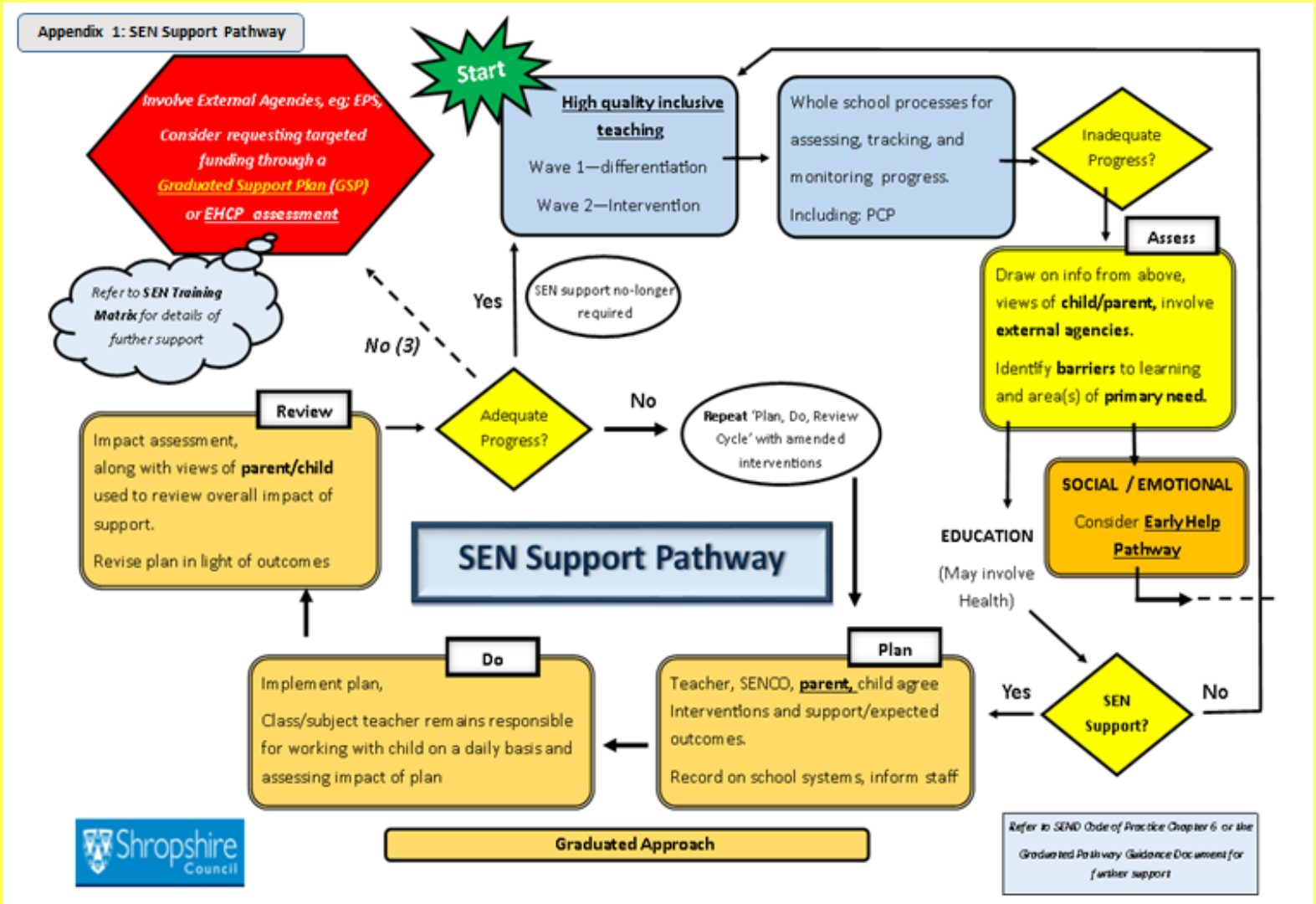
young person requires special educational provision they will also be covered by the SEN definition.

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How do we identify SEND?

We are committed to the early identification and intervention of children who may have Special Educational Needs and Disabilities. In school we continually track and monitor pupil progress to ensure that pupils are on track to reach their full potential and beyond. However, on some occasions, some pupils may find it more difficult to make progress. When this happens, we use the, 'Graduated Assess, Plan, do, Review' approach. Please see below.

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<tr><th colspan="2">SEND Responsibilities</th></tr>
<tr><td colspan="2">Information and Guidance:
Who should I contact to discuss the concerns or needs of my child?</td></tr>
<tr><td>Class teacher</td><td>Is responsible for:
Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support using the 'Graduated Assess, Plan, do, Review' approach.
Contributing to and devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
Applying the school's SEND policy</td></tr>
<tr><td colspan="2">Information and Guidance: Who should I contact to discuss the concerns or needs of my child?
senco@meadows.shropshire.sch.uk</td></tr>
<tr><td>Special Educational Needs & Disabilities Coordinator
(SENDCO)
Mrs Sam Thomas</td><td>Is responsible for:
Coordinating provision for children with SEND and developing the school's SEND policy; And ensuring that parents/carers are:
Involved in supporting their child's learning and access
Kept informed about the range and level of support offered to their child
Included in reviewing how their child is doing
Consulted about planning successful movement (transition) to a new class or school
Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
Providing specialist advice and facilitating training to ensure that all staff are skilled and confident in meeting a range of needs.</td></tr>
<tr><td colspan="2">Information and Guidance: Who should I contact to discuss the concerns or needs of my child?</td></tr>
<tr><td>Learning Mentor

Mrs Tracey Evans</td><td>Is responsible for:
Liaising with families, teachers and outside agencies regarding pupils who are needing additional support with either emotional, social or behaviour difficulties.
Providing support following illness, bereavement or family separation.
Delivering personal and/or social skills or confidence programmes
Providing transition programmes where required
Support parents/carers in understanding their child's learning and development
Facilitating Early Help Partnership meetings where required</td></tr>
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<tr><th colspan="2">SEND Responsibilities</th></tr>
<tr><td colspan="2">Information and Guidance:
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<tr><td>Head teacher

Mrs Angie Jones</td><td>Is responsible for:
The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.</td></tr>
<tr><td colspan="2">Information and Guidance:
Who should I contact to discuss the concerns or needs of my child?</td></tr>
<tr><td>SEND Governor

Mr Harry Cade</td><td>Is responsible for:
Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</td></tr>
<tr><td colspan="2">The governing body should:
Ensure that provision is made for pupils who have SEND;
Ensure that the needs of pupils with SEND are made known to all who are likely to teach them if relevant;
Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND;
Consult the Local Authority and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
Report to parents/carers on the implementation of the school's policy for pupils with SEND via a yearly update in the Governors' Newsletter to Parents and Carers;
Have regard to the Code of Practice when carrying out its duties to pupils with SEND;
Ensure that parents/carers are notified of the decision of any extra provision being made for their child.
Governors are involved in developing and monitoring the SEND policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.</td></tr>
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SEND Governor's Annual Report Autumn 2026

Following discussion with Mrs S. Thomas the school's SENDCo, who was new to the role in September 2025, I am pleased to report that there continues to be a clear commitment to improving and developing the school's existing SEND processes and arrangements.

Mrs Thomas is currently working towards the NPQSENCO qualification, which is due to be completed in May 2027. She has created an action plan focused on ensuring greater consistency in the identification of children's needs. A new Assess, Plan, Do, Review (APDR) process has been implemented and is being embedded across the school. Parent Carer drop-in sessions are also being established to provide families with further opportunities to discuss concerns and access appropriate advice and support.

Additional capacity is being developed within the staff team, with a teaching assistant currently completing the SEN Assistant course. Children with SEND continue to receive support that is matched to their identified needs, with provision reviewed through the APDR process. The school is also taking into consideration the increasing number and complexity of needs presented by children entering school, including increased speech and language difficulties. Where children require support with social interaction, they are able to access the school's Nurture Group.

I am happy to report that the school is continuing to strengthen its SEND provision and is taking positive steps to ensure that children and their families receive timely, consistent and high-quality support.

Harry Cade: SEND Governor

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How we consult, assess and review with parents and carers

Partnership with parents/carers:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion during termly parent/carers' meetings, other informal conversations, as well the on-going dialogue in online platform used for communication.
- Parents/carers (and pupils where appropriate) are invited to termly review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- For pupils who have EHCP's, we will hold annual reviews in addition to the termly meetings. Pupils (where appropriate), parents/carers and professionals who are working with the pupil, will be invited to the meeting to review progress and set new challenging targets for the future.
- We work closely with all parents/carers to listen to their views so that we build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parents/carers will always be kept informed of any additional or different provision being given.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers. Parents/carers are encouraged to use the Shropshire Information Advice and Support Service (IASS) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents/carers, schools, the Local Authority and others. This is important in enabling anyone with SEND to achieve their full potential.

We believe that parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

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How we consult with children with SEND

Pupil participation:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate, where possible, in all the decision making processes, including setting termly targets and contributing to their individual learning plans, discussing their choices, assessment of needs and in the review procedures.

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How we adapt our Curriculum and learning environment to include pupils with SEND

We believe that ***all*** practitioners are teachers of children/pupils with SEND and differentiate according to the needs of the children in their care.

- Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Children/pupils who make slower progress will be given carefully differentiated Learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

Below are some of the adaptations we make for pupils with SEND

Adaptations to learning and the curriculum
Access to learning support staff • In all year groups • Regular small group intervention programmes • Learning support groups • Intensive programmes for key literacy and numeracy skills • Appropriate training for staff to meet children's needs
Strategies to support speech and language

- Advice from Speech and Language Therapist disseminated to and followed by teaching and non-teaching staff.
- Specific differentiation or modification of resources

Strategies to support and develop literacy, including reading

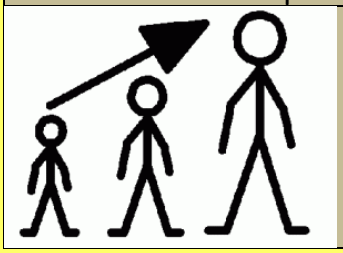
- Guided reading programmes in class
- Regular teaching of phonics in class in KS1
- Phonic catch-up programmes e.g. Read, Write Inc Fast Track tutoring; Nessy
- Some small group intervention programmes
- Volunteer readers

Strategies to support and develop numeracy

- Small group intervention programmes
- Use of ICT programmes in class to reinforce strategies
- Access to specialist teacher for assessment and support
- ICT programmes to use in school and at home e.g. Numbots, Times Tables Rock Stars.

Provision to support access to the curriculum

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources
- Social skills groups
- Liaison with parents/carers



Strategies and support to develop independent learning

- Mentoring by support or teaching staff
- Differentiated activities
- Visual timetables for individual and class
- Steps to success used in lessons where appropriate

How we support pupils' transition from Nursery➔Reception➔KS1➔KS2➔Secondary

Before pupils join us from a wide range of nurseries in the local area, our EYFS Manager, Mrs Emma Miller, makes contact and either phones or visits the different providers to discuss any additional needs pupils may have. Any individualised learning plans are then shared with the school's SENDCo so that provision can be put in place in preparation of the transition. Several taster days are also arranged for prospective Reception pupils, so they get to experience the routine before joining us in the autumn term. Parents/carers will also be invited to workshops so that they can discuss any concerns they may have regarding transition and learn how best to support their child's early reading, writing and numeracy skills. EYFS teachers may visit children identified as having SEND by nurseries more than once to foster that key relationship with them and gain invaluable insight into the child within a familiar environment to them. Often the parents/carers of our SEND children who are transitioning into our school will have a meeting to discuss their needs and address any concerns that their parents/carers may have.

Our Learning Mentor (Tracey Evans) provides individualised transition programmes throughout the school and beyond to pupils who are anxious about moving up to their next class base. This may be because of a discussion with parents/carers, pupils or staff at the school.

The transition process usually commences at the beginning of the summer term in preparation for the transition in September. An initial contact meeting in school would be held with the pupil, learning mentor and class teacher, so that they can get to know where their coat peg would be placed, what the class routine might look like, or just an informal discussion so that any specific anxieties can be addressed early on. Pupils may create their own passport before the meeting to share with their new teacher, if this is felt necessary.

When moving from Primary to Secondary School, all of our local feeder Secondary Schools offer information evenings and transition programmes for Year 6 pupils. However, some pupils and parents/carers sometimes may need some support in deciding which school will best suit their individual needs. Our Learning Mentor can arrange visits to the local Secondary feeder schools so an informed decision can be made. ***The decision however, must be one parent and pupil makes together; Mrs Evans is unable to offer her opinion in this matter.*** Once a Secondary school has been decided, she can begin to liaise with the secondary school and Parent Partnership where necessary, to create an individualised transition programme for the pupil.

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Provision of Pupils with SEND

- We aim to provide a range of adaptations to the curriculum to meet the needs of SEND pupils.
- A proportion of our budget is allocated for resources, which includes identified materials for use to support children who need additional or different activities.
- We are continually adding to our library/resource base of books/equipment/materials available for children with SEND. Various technological aids are available for us to use when necessary.
- Support in school for a child with SEND may be offered during quality first teaching, during small intervention groups working on a specific target, during playtime/lunchtime, or 1:1 support on a specific target.
- If a child has an Education and Health Care Plan (EHCP), they will receive support and provision in school based on their individual needs, as specified in the plan.

Curriculum entitlement:

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/objectives. All information gained is used to support planning in order to aid progress.

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to Learning and participation.

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How we assess or evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process

Monitoring the progress of all children/pupils is an on-going process which enables early identification of any children who may require additional or different provision to be made.

Review:

- The school's SEND provision is subject to a regular cycle of monitoring evaluation and review.
- The SENDCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Evaluation procedures:

- The governing body, will on an annual basis, consider and report on the effectiveness of the school's work and suggest amendments to the SEND Policy in light of their evaluation.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our Local Offer.
- The SENDCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results for pupils with SEN.

Confidentiality and Data Protection (GDPR)

The school will ensure that all personal information relating to pupils with SEND is handled in accordance with the UK GDPR and the Data Protection Act 2018. SEND records will be stored securely and accessed only by staff who need the information to support the pupil's education and wellbeing. Information will be shared with external agencies only where it is lawful and necessary to do so, and, where appropriate, with parental consent. The school will ensure that confidentiality is maintained at all times and that parents and carers have the right to access their child's records in line with data protection legislation.

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How we ensure access to our facilities for all our pupils

Accessibility - getting about
Access to strategies to support occupational and physiotherapy needs: • Advice from professionals disseminated and followed • Use of recommended equipment • Assessment arrangements e.g. modified print, extra time • Ramped access to main entrance and exits. • Disabled toilet facilities.
Access to modified equipment and ICT • Specialist equipment as required on an individual basis • Software to support learning • Laptop and I-Pads as appropriate to age and need

Please also refer to the school's Accessibility Plan.

- We promote equal opportunities and take all reasonable steps to meet the physical, emotional and intellectual needs of all our children. This offer should therefore be read alongside our policy for equal opportunities.

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What specialist training have our teachers and other staff had to enable them to support pupils with SEND effectively?

Professional development for staff:

- We have a plan for all staff and the SENDCO to be involved with further training in line with the priorities identified in the School Development Plan.
- In recent years, teaching staff have undertaken professional development training which was aimed to support teachers, teaching assistants & trainee teachers to increase their knowledge and skills in working with children & young people with a range of special educational needs and disabilities.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staffs keep up to date with information and legislation.
- The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- The school's deputy head teacher is responsible for the induction of NQT's and ensuring that they are aware of school provision for SEND pupils.

Specialisms:

- The new Special Educational Needs Coordinator is currently completing her NPQSENCO qualification and has a strong background in speech, language and communication needs. She has completed two ELKLAN courses and has extensive hands-on experience supporting children in EYFS and KS1, particularly those with Autism. She continues to work under the guidance and watchful eye of the school's experienced former SENDCo—now our headteacher, Mrs Angie Jones—ensuring continuity of expertise and high-quality practice.
- The school has experience in supporting children with a variety of needs (Speech and Language, Occupational Therapy, phonics, emotional and mental health well-being, Learning etc)
- A resource base is equipped with additional materials and the school has a number of small rooms for intervention support.
- There is access to the school for wheelchairs and suitable toilet facilities for disabled children.

Teaching and Support Staff with other specialisms	
C Duxbury	NVQ3; Early Years; HLTA; Elklan Trained; Talk Boost Trained
T Evans	Higher Level Teaching Assistant (HLTA); Learning Mentor; Parent Support Advisor; Autism Awareness; Mental Health Well-being; ELSA Trained; Solihull Approach Facilitator, Brain Development & Attachment; Self Harm & Introduction to Storm; No Worries; Restorative Practice; Mental Health First Aid; Seasons for Growth Grief Education; Friends for Life; Anger Management; Reach for the Top (Self-esteem); SUMO; Drawing & Talking Therapy; ISA Training; Understanding Children & Young People's Mental Health
S Graham	HLTA; Nurture Group Qualified
M Howell	HLTA
A Jones	Crisis Prevention Institute (CPI) Trained; Emotion Coaching Lead Practitioner
C Lewis	Level 2 Certificate in Introducing Caring for Children and Young People; Level 2 Certificate in Understanding Children & Young People's Mental Health; Level 2 Certificate in Understanding Autism; Level 3 Diploma in Specialist Support for Teaching and Learning in Schools; British Sign Language Diploma
H Meredith	Diploma in supporting and learning in schools (level 3)
K Morris	Crisis Prevention Institute (CPI) Trained; Mental Health Lead
S Thomas	Elklan trained and is Currently completing NPQSENCO
T Morris	Elklan trained; Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
C Robinson	Talk Boost Trained
E Williams	ELSA Trained
S Wynn	Elklan Trained; Talk Boost Trained; Level 3 Diploma in Specialist Support for Teaching and Learning in Schools; Level 3 Diploma in Supporting Learners with Dyslexia

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The Agencies we work with and what they offer

Partnerships with External Agencies
Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:
• Access to Medical Interventions via the School Nurse • Compass • Barnardos • Understanding your Child • Homestart • CAMHS (Child and Mental Health Services) • SALT (Speech and Language Service) • OT (Occupational Therapy) • Sensory Inclusion • Edvocational Services • The Shropshire Educational Psychology Service
Communication with Professionals and Parents/carers: • Regular meetings as required • SENDCo available at all times • Referrals to outside agencies as required, parents/carers are informed at all times

We also work alongside Shropshire Council

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How we support the Emotional, and Social development of our pupils with SEND

Pastoral Support
Strategies to support the development of pupils' social skills and enhance self-esteem • Small group programmes including social skills group and social skills with the learning mentor • Friends for Life programme. • Mentoring • Regular celebration of success opportunities
Mentoring activities • Learning Mentor • Playground squad • Peer Supporters • Playtime & Lunchtime Nurture Group
Strategies used to reduce anxiety, promote emotional wellbeing (including communication with parents/carers) • Transition support, visits and events • Social skills groups • SuperFlex Programme • Photo stories, especially for transition • Social stories • Regular contact and liaison with parents/carers • Mentor
Strategies used to support behaviour • School sanctions and reward system as set out in School Behaviour Policy • Pastoral support plans • Contact books • Mentoring
Support at unstructured times of the day: • Trained staff supervising during break • Calming areas allocated for specific individuals e.g. Nurture Group

We may also hold regular Early Help Meetings with parents/carers and other professionals to access the most appropriate intervention to support a pupil who is experiencing emotional, social or behavioural difficulties. Mrs Evans (Learning Mentor) is Liquidlogic Children's System trained. This tool enables practitioners working with children, young people and families to create an environment where everyone knows what everyone else is doing.

Supporting Attendance

Where attendance difficulties are linked to a pupil's special educational needs or disability, the school works collaboratively with families and external agencies to identify barriers and implement supportive strategies to improve attendance and engagement in learning.

Safeguarding Children with SEND

At The Meadows Primary School, we recognise that children with SEND can face additional safeguarding challenges. Staff receive regular safeguarding training and understand that children with SEND may:

- Be at increased risk of abuse, neglect and exploitation.
- Experience barriers to communication which may make it more difficult to recognise concerns.
- Be more vulnerable to bullying, including online bullying and peer-on-peer abuse.
- Have behavioural responses that may mask underlying safeguarding needs.
- Be more vulnerable to online risks and exploitation - pupils with SEND are supported through an age-appropriate and differentiated online safety curriculum which helps them understand how to keep themselves safe online.

All staff maintain a culture of vigilance and work closely with the Designated Safeguarding Lead (DSL), parents and external agencies to ensure pupils with SEND are safe, supported and able to achieve positive outcomes.

Designated Safeguarding Lead: Mrs Angie Jones (Headteacher)

Deputy Designated Safeguarding Leads: Mrs Sam Thomas (Deputy Head/SENCO), Mrs Tracey Evans (Learning Mentor), Mrs Emma Miller (EYFS Lead), Mrs Jennie Jeukens (KS1 Lead), Mrs Jess Baggaley (KS2 Transitions Lead).

What is the Local Offer?

The Local Offer, provided by the Local Authority, is a way to make it easier for you to find out about services available to children and young people from birth to 25 with special educational needs and disabilities. The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Be kept up to date
- Involve children, families and service providers in improving the information and services available

The Local Offer is published as part of the SEND reforms under the Children and Families Bill.

The themes

The local authority is working with families to better understand what information is needed and how it can be shared as clearly and simply as possible. As a result, a set of themes has been developed that covers the things that matter most to parents, carers, and their children.

- Education 0-25 years
- Health
- Social care
- Education health and care plans (EHCP) and other assessments
- Childcare
- Early years
- Moving into adult life
- Parenting support and information
- Financial support
- Leisure
- Transport

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What to do if you have any questions, concerns, complaints about our provision for pupils with SEND

Procedures for concerns:

We endeavour to do our best for all children but if you have any concerns about your child, we encourage you to approach your child's class teacher in the first instance. If you feel that you still require further information or clarification, an appointment can be made with the school's SENDCo or Head teacher.

- **SEND Complaints Procedure**
  This section outlines how parents and carers can raise concerns or make complaints about the Special Educational Needs and Disability (SEND) provision at our school. In line with statutory requirements, our SEND policy includes a clear complaints route specific to SEND matters.
- **Step 1: Raise the Concern Informally**
  Parents and carers are encouraged to raise concerns about their child's SEND support as early as possible.
  • The first point of contact should be the Special Educational Needs Coordinator (SENDCO) to discuss concerns and seek a resolution.
  • If appropriate, parents/carers may also speak with the class teacher or a member of the senior leadership team.
  Every effort will be made to resolve concerns informally and collaboratively.
- **Step 2: Formal Complaint to the School**
  If concerns remain after discussion with the SENDCO:
  • Parents and carers may make a formal complaint following the school's main Complaints Policy available on the school website.
  • The complaint should be submitted in writing to the Headteacher.
  • The school will investigate the concern and respond within the timescales set out in the Complaints Policy, ensuring that the issues relating specifically to SEND provision are addressed.
- **Step 3: Escalation Beyond the School**
  If a parent or carer believes that the school has not handled the complaint correctly or fairly:
  • They may contact the Local Authority's SEND services, including any available disagreement resolution service, for support.
  • If the issue still remains unresolved, parents/carers can contact the Department for Education (DfE), which may investigate whether the school followed proper procedures.
  Please note that the DfE does not overturn SEND decisions but can ensure the complaint was managed appropriately.

- **Complaints Related to EHC Plans**
  Where a concern relates specifically to decisions made by the Local Authority about an Education, Health and Care (EHC) Plan (e.g., refusal to assess, content of the plan):
  • Parents/carers should follow the Local Authority's process for EHC disagreements, as this is separate from the school-based complaints process.

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