SIR FRANCIS HILL
PRIMARY SCHOOL

Bristol Drive

Lincoln

LN6 7UE

Special Educational Needs and Disability Policy

September 2026

This policy aims to give all members of the school community clear guidance regarding the principles, procedures and expectations for identifying, supporting and monitoring pupils with Special Educational Needs and Disabilities (SEND), ensuring that all pupils are able to access an inclusive education, achieve their potential and participate fully in school life.

Policy Owner	SENDCOs
Governing Body Committee	Curriculum & Standards
Date Approved by Governors	September 2026
Next Review Date	September 2027

Vision

Our school vision underpins this policy.

At Sir Francis Hill Community Primary School, we believe in **One Community, Limitless Potential**. We are committed to creating an inclusive environment where every child is valued, respected and supported to thrive. Through high aspirations, strong partnerships and a belief in the unique strengths of every individual, we work to remove barriers to learning and participation so that all pupils can achieve success.

We recognise that every child learns differently and that some children may require additional support, adaptations or specialist provision to reach their potential. Through a culture of belonging, ambition and care, we ensure that pupils with SEND are empowered to develop the knowledge, skills, confidence and independence needed for future learning and life.

Our approach is guided by our W.I.S.E. principles and underpinned by our core values of **Wisdom, Community and Kindness**, ensuring that every member of our school community feels safe, included and able to flourish.

Aims

This policy aims:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school enabling each child to live life in all its fullness.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff has access to training and advice to support high quality adapted teaching and learning for all pupils.
- The school uses its best endeavours to ensure that the necessary provision is made for any pupil who has SEND.

Our W.I.S.E. Guiding Lights- Inclusion Statement

Our W.I.S.E. principles underpin our vision of One Community, Limitless Potential and drive our commitment to inclusive practice for all pupils, including those with SEND.

W - Working Together

We believe that positive outcomes are achieved through partnership. We work collaboratively with pupils, families, staff, governors and external professionals to ensure that every child receives the support they need to succeed. Through shared responsibility, high expectations and a culture of hope, we help pupils overcome barriers and achieve their potential.

I - Inclusion

We are committed to creating a culture of belonging where diversity is celebrated and every individual is valued. We strive to ensure that all pupils, including those with SEND, are included in all aspects of school life and have equitable access to learning, opportunities and experiences.

S - Success

We believe that success looks different for every child. Through ambitious teaching, personalised support, adaptive practice and high expectations, we enable pupils to make progress, celebrate achievement and develop the skills required for lifelong learning and future success.

E - Empowered to be Leaders

We encourage pupils to develop confidence, resilience, independence and self-advocacy. We support children to understand their strengths, communicate their needs, make positive choices and become active participants in their learning and wider community.

Our Core Values

The W.I.S.E. principles are underpinned by our core values of:

- Wisdom - making informed choices, developing understanding and embracing learning.
- Community - working together with respect, compassion and a sense of belonging.
- Kindness - showing care, empathy and consideration towards others.

These values guide our approach to inclusion and shape the experiences of all members of our school community.

Our legal responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (last updated Sept 2024) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- **Children and Families Act 2014 Part 3:** Children and young people in England with special educational needs or disabilities
- **The Special Educational Needs and Disability Regulations 2014**
- **Equality Act 2010:** the school has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: Advice for Schools (DfE February 2013):** non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

- **Working Together to Safeguard Children (2026):** statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **Reasonable adjustments for disabled pupils (2012):** technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (statutory guidance, current version):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**
- **The DfE Inclusion Bases in Schools Guidance (June 2026)**

This policy has been written in conjunction with our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It should be read in conjunction with our Disability Equality Scheme and the SEND Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.

The SEND Policy will be reviewed annually. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND Information regulations, published on the school website, will be updated annually as required by current legislation. This policy should be read alongside the school's SEND Information Report, which provides detailed information for parents about how this policy is implemented.

The SENDCos at Sir Francis Hill Community Primary School are:
Miss Danni Lacey and Mrs Vicky Cook

The SEND Governor is:
Mrs Kerry Moyles

The Designated Safeguard Lead is:
Miss Danni Lacey.

SEND and Safeguarding

The school recognises that children with SEND may be at greater risk of abuse, neglect, exploitation, online harm, peer-on-peer abuse and mental health difficulties. Staff are aware that SEND pupils may face additional barriers to recognising, reporting or communicating concerns and will therefore maintain a heightened level of vigilance. All staff receive safeguarding training which includes specific consideration of safeguarding vulnerable pupils with SEND.

Definition of Special Educational Needs and Disability

SEND Code of Practice 0-25 years (Department for Education and Department of Health and Social Care, current version updated September 2024).
states that:

'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 him or her. A child of compulsory school age has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

'A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

Many children and young people who have SEND 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'. (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015)

Policy Principles

In line with the SEND Code of Practice 0-25 years (Department for Education and Department of Health and Social Care, current version updated September 2024) the Children and Families Act (2014), the Equality Act (2010) and current guidance regarding inclusive practice, Sir Francis Hill Community Primary School is committed to the following key principles:

- All pupils, including those with SEND, have the right to access a broad, balanced and ambitious curriculum and to participate fully in all aspects of school life.
- Early identification and intervention are essential in ensuring positive outcomes for pupils with SEND.
- Raising the achievement, wellbeing, attendance and inclusion of pupils with SEND is a whole-school responsibility.
- All staff are responsible for promoting an inclusive culture where every child feels safe, valued, respected and able to belong within the school community.
- High-quality adaptive teaching is the first response to meeting the needs of pupils with SEND and is the foundation of our graduated approach.
- Provision will be evidence-informed, regularly reviewed and adapted in response to individual need and pupil outcomes.
- Pupils with SEND will be actively encouraged and supported to contribute to decisions about their learning, support and future aspirations.
- Parents and carers will be recognised as valued partners and will be fully involved in planning, reviewing and evaluating provision for their child.

- The school will work collaboratively with external professionals, health services, social care and the Local Authority to secure the best possible outcomes for pupils.
- Pupils with SEND will have opportunities to learn alongside their peers and access appropriate support through a continuum of provision, including specialist provision where required.
- The school will promote independence, resilience, communication skills, emotional wellbeing and preparation for future learning and adulthood.
- Teaching, learning and the physical environment will be reviewed regularly to ensure accessibility and remove barriers to participation.
- Resources allocated to SEND will be deployed strategically to ensure effective provision and best value for money.
- Leaders and governors will monitor, evaluate and challenge the effectiveness of SEND provision to ensure continuous improvement and positive outcomes for pupils.
- The Specialist Inclusion Base (Hub) will form part of the school's continuum of provision, supporting pupils to access specialist teaching and intervention whilst maintaining strong links with their mainstream class, peers and wider school community.

Roles and responsibilities

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by SENDCo
    - pupil progress meetings with SENDCo and individual teachers
    - regular meetings with the SENDCo
    - discussions and consultations with pupils and parents

Special Educational Needs Coordinator (SENDCo)

The SENDCo will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans (EHCPs)
- co-ordinating provision for children with Special Educational Needs
- liaising with and advising teachers; offering professional support
- contributing to the in-service training of staff
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or disability

- implementing a programme of Annual Review for all pupils with a current Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have an on-going special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- monitoring the school's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- ensuring that teachers are meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, supporting where appropriate; ensuring SEND pupils receive appropriate support and high-quality teaching
- attending area SENDCo network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

Class teacher /subject teacher

liaising with the SENDCo to agree:

- identify which pupils in the class are vulnerable learners
- identify which pupils are underachieving and need to have short term additional interventions monitored on a 'vulnerable learners' provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Support Plan to address a special educational need (this would include pupils with EHC Plans)

securing good provision and good outcomes for all groups of vulnerable learners by:

- providing adapted teaching and learning opportunities, including adapted work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge

- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely '*different from or additional to that normally available to pupils of the same age'* as part of the differentiated curriculum offer and strategies available to each pupil. (SEND Code of Practice 0-25 years (Department for Education and Department of Health and Social Care, current version updated September 2024).
- meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views; ensuring SEND pupils receive appropriate support and high-quality teaching

SEND Governance

To meet the statutory requirements of the SEND Code of Practice 0-25 years (Department for Education and Department of Health and Social Care, current version updated September 2024) and Children and Families Act 2014 (Section 69)

There must be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability.

The governing bodies of maintained schools and academies **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEND. **The information published should be updated annually** and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** include information about:

- The kinds of SEND that are provided for
- Policies for identifying children and young people with SEND and assessing their needs
- Information about the school's policies for making provision for pupils with SEND, whether or not they have an EHC, including:
    - how the school evaluates the effectiveness of provision
    - the school's arrangements for assessing and reviewing the progress of pupils with special educational needs
    - the school's approach to teaching pupils with special educational needs
    - adaptation to the curriculum and learning environment for pupils with special educational needs
    - additional support for learning available for pupils with special educational needs
    - how pupils with SEND are enabled to engage in activities (including physical) together with children who do not have SEND
    - support that is available for improving the emotional, mental and social development of pupils with SEND
    - The name and contact details of the SEND co-ordinator
- Information about the expertise and training of staff in relation to children and young people and how specialist expertise will be secured

- Information about how equipment and facilities to support children and young people with SEND will be secured
- The arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements by the governing body or proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
- How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families
- The contact details of support services for parents and pupils with SEND in accordance with Children and Families Act 2014 (Section 32)
- The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
- Information on where the local authority's local offer is published.

Our School SEND information report can be found on our school website:
https://www.sfh.lincs.sch.uk/send/

In accordance with Children and Families Act 2014 (Section 69), schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils at the school
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities provided to assist access to the school by disabled pupils; the Equality Act 2010 further requires schools to *'make reasonable adjustments'* and have *'an anticipatory duty'*
- The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 of Equality Act 2010)

The Lincolnshire Local Authority Local offer

Our local authority's local offer is published here:

SEND Local Offer – Lincolnshire County Council

Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Lincolnshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an Education Health Care Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA

to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

SEND and Attendance

The school recognises the close relationship between SEND and attendance. Attendance, punctuality and engagement are monitored closely for pupils with SEND and barriers to attendance will be identified and addressed collaboratively with families and external agencies where required.

Facilities

Our school is single-story with ramps for easy access and there is a disability accessible toilet on site and a specialist changing area within the medical room.

The school is committed to ensuring accessibility for all pupils. For further information about how we:

- increase access to the curriculum
- improve the physical environment
- improve the delivery of information to pupils with SEND

please refer to the school's Accessibility Plan, which is published on the school website and reviewed regularly by governors in line with the Equality Act 2010

Staff Training and Expertise

The school is committed to ensuring that all staff have the skills and knowledge required to effectively support pupils with SEND.

We provide a programme of ongoing professional development, including:

- Regular, dedicated SEND Continuous Professional Development (CPD) meetings
- Opportunities for staff to work collaboratively in a solution-focused approach to meeting pupil needs
- Targeted whole-school training based on identified priorities
- Individual CPD opportunities where specific needs are identified

The school works with a range of external specialists to enhance staff expertise and support pupil outcomes, including:

- The Working Together Team
- Behaviour Outreach Support Service (BOSS)

- Dyslexia Outreach

This combination of internal and external training ensures that teaching remains high quality, inclusive and responsive to the needs of all pupils.

Identification of SEND

Ordinarily available provision

The school's graduated approach is underpinned by Ordinarily Available Provision. This includes adaptive teaching, differentiation, reasonable adjustments, inclusive classroom practice and environmental adaptations that are available for all pupils prior to consideration of additional SEND support.

At Sir Francis Hill Community Primary School, we aim to identify children with Special Educational Needs as early as possible and as quickly as is with consistent with thoroughness so that their needs are met as effectively as possible and that each child may attain their potential.

To do this we use our SEND pathway route, which is linked to The Code of Practice, Local Offer and identified differences.

SEND Support: assess, plan, do, review

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEND are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored half termly. Where a child is identified (**assessed**) as not making progress, in spite of quality first adapted teaching, he/she is raised as an initial concern with the SENDCo. These concerns are shared with parents/carers and an immediate **plan** of action is agreed.

Less than expected progress can be characterised by progress which:

- is significantly slower than their peers from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

There are four distinct categories of SEND need as identified within the SEND Code of Practice 0-25 years (Department for Education and Department of Health and Social Care, current version updated September 2024):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and Sensory

Once a child has been correctly identified with special educational needs, the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the **review** process within the Code, regular reviews will be available with the SENDCo

where required. Review meetings for children on the SEND register will usually be three times a year; however more frequent meetings might become necessary if there is a need to move from SEND Support towards a request for statutory assessment for an EHC. Children with EHCPS will have reviews with the SENDCO three times a year.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

Pupil Voice and Participation

At Sir Francis Hill Community Primary School, we recognise the importance of ensuring that pupils with SEND are actively involved in decisions about their education.
Pupil voice is gathered in a range of ways, including:

- Termly pupil voice sheets, completed alongside the school's assessment cycle
- A dedicated pupil voice section within Individual Support Plans (ISPs), which pupils can update as needed

Within these processes, pupils are supported to share:

- what helps them to learn most effectively
- their strengths and interests
- any areas they find challenging

This information is used to inform planning, teaching approaches and review discussions, ensuring that provision is personalised and responsive to individual needs.

At every stage of the SEND process it is our policy to work in partnership with our parents/carers and their child to secure the best possible outcomes.

Specialist Inclusion Base (Hub)
Sir Francis Hill Primary School will operate a Specialist Inclusion Base (Hub) to support pupils with identified additional needs whose needs cannot be fully met through ordinarily available provision alone.
The purpose of the Hub is to:

- enable pupils to access a mainstream education with enhanced specialist support
- provide bespoke teaching, intervention and therapeutic approaches
- support emotional regulation, communication and independence
- promote successful inclusion, wherever possible, within mainstream classes and wider school life
- provide a graduated pathway of support based on individual need.

The Hub does not operate as a separate school. Pupils remain members of their mainstream class and access mainstream experiences, curriculum opportunities and social activities wherever appropriate.

Placement decisions, provision and outcomes are reviewed regularly with pupils, parents, external professionals and the local authority where applicable.

The effectiveness of the Hub is evaluated through a wide range of academic, social, emotional and developmental outcomes. This includes pupil engagement, attendance, wellbeing, emotional regulation, communication and interaction skills, independence, participation in school life, progress towards individual targets and EHCP outcomes, successful inclusion within mainstream experiences, readiness to learn, and preparation for future learning and adulthood. Attainment and academic progress form part of this evaluation but are considered alongside the wider outcomes that enable pupils to thrive and achieve their potential.

Preparation for Adulthood

Although pupils are of primary age, the school recognises that preparation for adulthood begins at an early stage. We are committed to developing the knowledge, skills and confidence pupils need for future learning, independence and successful participation in society.

Through our curriculum, wider school experiences and personalised SEND provision, we support pupils to develop:

- communication and interaction skills
- independence and self-help skills
- emotional regulation and resilience
- confidence and self-esteem
- problem-solving and decision-making skills
- social relationships and community participation
- self-advocacy and an understanding of their own strengths and needs

Where appropriate, these outcomes will be reflected within SEND Support Plans, Individual Learning Plans and Education, Health and Care Plans (EHCPs), and will form part of discussions during reviews and transition planning.

Monitoring and Evaluating the Effectiveness of SEND Provision

The school regularly monitors and evaluates the effectiveness of its provision for pupils with SEND to ensure that it is achieving the best possible outcomes.

The impact of SEND provision is measured through a range of qualitative and quantitative approaches, including:

- Analysis of whole-school data, including attainment and progress measures
- Progress towards individual targets set within Individual Support Plans (ISPs)
- Outcomes from standardised assessments
- Use of small-step assessment tools such as PIVATS (from Key Stage 1 onwards) and Leicestershire Small Steps (in the Early Years Foundation Stage)
- Evaluation of progress against targeted interventions, using intervention-specific assessment tools such as Boxall Profiles, Strengths and Difficulties Questionnaires (SDQ), and Precision Teaching tracking
- Use of additional specialist frameworks, such as the Autism Education Trust (AET) framework, where appropriate

Monitoring takes place at regular intervals to ensure provision remains responsive and effective:

- Whole-school data is reviewed termly in line with the school's assessment cycle
- Pupil progress meetings are held termly, involving class teachers, the SENDCo and senior leaders

- Intervention impact is evaluated at the end of each programme and, where appropriate, alongside wider assessment points
- Ongoing formative assessment informs day-to-day adjustments to provision

Senior leaders (SLT) evaluate SEND provision through detailed data analysis, triangulated with professional discussion and review of individual pupil progress.

Governors are involved in monitoring SEND provision through:

- Regular meetings between the SENDCo and the named SEND Governor
- Regular reporting of SEND data, provision and outcomes to the governing body
- Strategic oversight to ensure statutory duties are met and provision is effective

This robust cycle of monitoring and evaluation ensures that SEND provision is continually reviewed and refined to support all pupils in achieving their potential.

COMPLAINTS

- The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.
- However, all complaints are taken seriously and will be heard through the school's complaints procedure.
- In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENDCo and/or the Headteacher.
- If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address:
- The Clerk to Governors can be contacted at:

  Sir Francis Hill Community Primary School
  Bristol Drive
  Lincoln
  LN6 7UE
- If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs in Lincolnshire
9-11 The Avenue
Lincoln
LN1 1PA

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

REGISTER

This policy relates to the SEND Register and should also be read alongside the Additional Needs Monitoring Register and the Medical Needs Register.

REVIEW FRAMEWORK

This policy will be reviewed annually (or sooner in the event of any legislative change or change of personnel).