



# INCLUSION POLICY

**Summer 2025**

## **I. WHAT ARE SPECIAL EDUCATIONAL NEEDS?**

**The term Special Educational Needs (SEND) is used where:**

"A child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her"

(Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

**A learning difficulty is defined as a person who:**

Has a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools. (Special Educational Needs and Disability code of practice: 0 – 25 years, 2014)

**A disabled person is defined by the Equality Act 2010 as:**

Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

**Special educational provision means:**

Educational provision which is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college. (Section 312, Education Act 1996)

In accordance with the DfE Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught (EAL).

The four main areas of need identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

## 2. PURPOSE OF THIS POLICY

This policy describes the ways we meet the needs of children who experience barriers to their learning in any/all of these areas.

We recognise that pupils learn at different rates and that there are many factors affecting achievement such as ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that this can be long or short term.

At Discovery MAT, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Discovery MAT sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies and relationships with parents/carers and the community. As a result, meetings are regularly held with parents (and child where appropriate) in collaboration with external supports (e.g. Educational Psychologist, CIT, Pastoral Team, MAST, Speech & Language).

## 3. OBJECTIVES

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs and EAL.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide access to the curriculum through scaffolded planning, adaptive teaching (or differentiation where necessary) by class teachers, Special Educational Needs Co-ordinators (SENCO) and support staff as appropriate
- To provide specific input, matched to individual needs, in addition to scaffolded classroom provision, for those pupils recorded as having SEND or EAL.
- To ensure that pupils with SEND or EAL are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we can meet the needs of as wide a range as possible of children who live in our community.
- To develop children to become capable, inspired, self-motivated, enthusiastic ambitious and individual citizens
- To involve parents/carers at every stage in plans to meet their child's additional needs.

- To involve the children themselves in planning and in any decision making that affects them.

#### **4. WHO IS THE PERSON RESPONSIBLE FOR INCLUSION, AND HOW DO I CONTACT THEM?**

##### **Beechwood Primary Academy: Special Educational Needs Coordinator (SENCO)**

Miss Louise Denford

Contact school office on 01752 706360

Email: beechwood.office@discoverymat.co.uk

##### **Oakwood Primary Academy: Special Educational Needs Coordinator (SENCO)**

Miss Natasha Jackson

Contact school office on 01752 775478

Email: oakwood.office@discoverymat.co.uk

##### **Weston Mill CPA: Inclusion Coordinator (SENCO)**

Miss Laura Harris

Contact school office on 01752 365250

Email: westonmill.office@discoverymat.co.uk

#### **5. SUPPORT FOR PARENTS/ CARERS AVAILABLE OUTSIDE OF SCHOOL**

##### **Plymouth Information Advice and Support Service for SEND (PIASS)**

Plymouth Information Advice and Support Service for SEND is a support service for Young people, parents and carers in the Plymouth area. This includes a specialized service for parents and carers of children with additional needs or special needs and disabilities.

They provide impartial and confidential information and support about additional or special educational needs, providing:

- Impartial support in meetings,
- Help with reports, letters and other paperwork,
- Impartial guidance through the statutory assessment process,
- including: Support through parents request for statutory assessment,
- Assistance with the EHC needs assessment,
- Support around proposed EHCP (Education, Health and Care Plan) and the appeals process,
- Support in choosing schools including special schools,
- Support at annual review meetings,
- Help in understanding Direct payments and Personal budgets,
- Support at transfer review from a statement of education needs to an Education Health and Care Plan, Signposting to relevant groups / services e.g. inclusion works / short breaks,
- Signposting to the relevant parent carer groups in the city.

Web address: <https://www.plymouthias.org.uk/>

Also included on their website is a link to the Plymouth Local Authority Local Offer. Local authorities must set out, in one place, the provision available across education, health and social care for children and young people who have SEN or are disabled.

## **6. ARRANGEMENTS FOR COORDINATING SEN PROVISION**

As part of the school's monitoring programs, the SENCO will co-ordinate parents' meetings with class teachers, three times a year to discuss any additional needs concerns and review progress of children through IEP meetings.

At other times, the SENCO will be alerted to newly arising concerns in a range of ways including weekly Team and Leadership meetings.

Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adaptation, varied teaching styles.

The SENCO monitors planning for SEND through the tracking of provision and intervention, termly.

Provision is defined as:

- Support for the learner to access the curriculum in and out of the classroom
- An intervention is defined as:
- The targeted support provided within the lesson.

The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through normal classroom observation routines and monitoring of planning.

SEND support is delivered by class teachers through teaching. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the Local Authority (LA) via an Education Health and Care plan.

Support staff, class teachers, SENCO and outside agencies liaise and share developments to inform reviews and forward planning.

### **5.1 SPECIALISED PROVISION**

We provide additional support to ensure that children are equipped with the necessary tools to engage fully in class and apply new learning with increased independence. Some of our children may access interventions, adapted or alternative provisions to support them.

#### **5.2 Ocean Class**

At all three schools we have a dedicated base known as 'Ocean Class'. Our Multi Academy Trust places a great emphasis on the importance of ensuring that every child develops positive mental health and resilience.

Our aim is to:

Support children to make sense of their experience(s).

Find positive and effective ways to manage their emotions and feelings.

Create an environment of safety, connection and compassion always.

Ensure children are supported to maintain the capacity to thrive and learn, despite difficult events that may occur in their lives.

The Ocean Class staff are specially trained practitioners led by our SENCOs. These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, or in small groups. As a result of this support, children become more self-assured, resilient and ready to engage with life and learning.

We have a robust system, including the BAE audit, for assessing children who might benefit from this support throughout the day or through access at break times and lunchtimes.

### **5.3 IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, MONITORING AND REVIEW PROCEDURES**

The MAT's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs. This is done through:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum for all subjects
- National Curriculum descriptors for the end of a key stage or EYFS strands where appropriate
- Standardised screening and assessment tools
- Observations and assessment of social, mental and emotional development using BAE audit
- An existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

## 5.4 CURRICULUM

The SEND code of Practice and National Curriculum Inclusion Statement states:

All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

To make progress a child may only require some additional scaffolding of the plans for the whole class. The scaffolding may involve modifying learning objectives, teaching styles and access strategies. This is referred to as adaptive teaching. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Scaffolding will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future scaffolding within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making appropriate progress at this level of intervention.

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the child is allocated to the school's SEN register. At this point parents will be notified.

Once allocated to the register, a meeting with parent/carers will be requested to raise a support plan (currently known as an Individual Education Plan - IEP), specific to the needs of the individual child. This may involve intervention and /or provision to address a particular target or difficulty. At this point adaptive teaching may no longer be appropriate; instead differentiation could be used to support a more personalized curriculum for children who require targeted learning support – this reflects the graduated approach as specified in the SEND code of Practice.

IEPs are reviewed three times a year with parents. Targets laid out are SMART - specific, measurable, achievable, relevant and time-bound. Teachers (in conjunction with the SENCO where necessary) will ensure that achieved targets are moved forward and reflect the needs of the child.

The MAT has access to a wide range of resources to support children and families. These include:

### **In School (dependent on site)**

Trained, experienced Teaching Assistants, including 1:1 support.

Emotional Literacy Support Assistants (ELSA)

THRIVE trained Practitioners

STORM assessors

Crisis Prevention Intervention trained staff

All staff receive training in Trauma Informed Approaches

## **External Support**

*Multi Agency Support Team (MAST) which includes:*

Learning Mentors

Counsellors

Drama Therapists

Educational Psychologist

Speech and Language Therapy

*Local Authority support which includes:*

Educational Psychologist

Targeted Support

Communication & Interaction Team

0 – 25 SEND Strategic Advice and Support Team

SEND Outreach support services

NHS/Livewell support including:

Child Development Centre

Schools Nursing Services

Child and Adolescent Mental Health Service (CAMH's)

Livewell Speech and Language Support

Mental Health Support Team (MHST)

Additional:

Barnardos Family Support Service

Action for Children

PIASS

Four Trees Family Hub

Jeremiahs Journey

## **6. INCORPORATING DISABILITY ISSUES INTO THE CURRICULUM**

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disability organisations on appropriate resources, as required.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with a disability, as they become available.

School assemblies are used as opportunities to discuss current events and issues that may affect everyone or certain groups of individuals within our community.

We use the EDI impact assessment to ensure we are always considering how inclusive we are to/for all stakeholders.

## **7. ARRANGEMENTS FOR PROVIDING ACCESS TO LEARNING AND THE CURRICULUM**

The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum's programs of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty. We do however recognise that some children may require different or adapted access arrangements – this will be discussed and reviewed in conjunction with the child and parents on an individual basis using risk assessments, individual behaviour plans (IBPs), and adaptive timetables.

Learning opportunities will be absorbing, rewarding, effectively scaffolded and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are scaffolded to include appropriate learning outcomes for all pupils.

Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording are planned where appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

SENCOs carefully plan interventions to ensure children are not missing the same lesson each week.

## **8. MONITORING**

IEPs are reviewed three times per year. The class teacher will take the lead in the review process and parents/carers and their child, will be invited. Targets are a continual process and will be reviewed by the class teacher as and when appropriate, between IEP reviews. At the meeting, progress towards targets set at the previous review and any set between reviews, will be discussed.

As part of the graduated approach, the SENCO and school colleagues (in consultation with the parents/carers) may conclude that, despite receiving support, the child continues to have significant needs which are not being met.

At this stage, the involvement of specialist services will be required. A meeting will be called with all involved (including the child where appropriate) to discuss and determine a suitable support package for the child. This will require a multi-agency approach and a team of support will be created. This could be an Early Help Assessment (EHA) Team Around Me / Family (TAM/F), which will be used to co-ordinate services and target support.

## **9. SCHOOL REQUEST FOR A STATUTORY ASSESSMENT**

For a child on the SEN Register with a Multi-Agency Support package, who is not making adequate progress, despite a period of support from a number of services, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether an EHCP is required.

The school is required to submit evidence to the LA who makes a judgment about whether the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

## **10. EDUCATION HEALTH AND CARE PLAN**

A child who has an Education Health and Care Plan will continue to have arrangements as for all children on the SEN register, along with additional support that is provided using the funds made available through the plan. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be

made, either to the EHCP or to the funding arrangements for the child. Early Annual Reviews can be called if changes to provision need to change.

## **11. THE SCHOOL'S ARRANGEMENTS FOR SEN AND INCLUSION, IN-SERVICE TRAINING**

All SENCO's (pre 2024) must hold the NASENCO qualification and from 2024 onwards will hold or be studying for the NPQSEN. If new to post, SENCOs will undertake this within 3 years. This applies to our MAT SENCOs; all of whom will either hold or be studying for the relevant professional qualifications required alongside the wealth of experience and training they already have.

The SENCO attends regular meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.

In-house additional needs and inclusion training is provided through staff meetings by the SENCO or outside agencies.

Support staff are encouraged to extend their own professional development and the management team will ensure that needs are met in line with individuals and school.

## **12. FACILITIES FROM OUTSIDE THE SCHOOL INCLUDING SCHOOL SERVICES**

The Educational Psychologist/CIT visits the school for planning meetings (3x yearly) and as part of a child's individual support package, as required.

SEND Strategic Advice and Support Team professionals are consulted, as required, to provide specific information, share resources and provide in-service training to all staff and SENCO.

The SENCO liaises frequently with outside agencies, for example:

MAST professions –learning mentors/counsellors/therapists

Social Care

School Nurse

GPs/Paediatricians Speech Therapy

Specialist Outreach

Targeted Support

Barnardo's

Communication Interaction Team

## Advisory Teachers for the Visually/Auditory Impaired

Parents/carers are involved and required to provide consent for any outside agency involvement. In cases involving Child Protection, consent is not required. Please see the MAT Safeguarding policy for more information regarding this

### **13. ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS/CARERS**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carer's whose children are being recorded as having additional needs. The SENCO/FSW will attend this meeting if appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Parents/carers work collaboratively as part of the review process and idea and materials for supporting learning at home will be discussed. All IEPs and reviews will be copied and sent to parents/carers after meetings.

Parents'/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers can make other appointments on request. All parents are given the opportunity to give official feedback through annual school questionnaires.

Regular communication between school and home will ensure that concerns are promptly acted on. If this is not the case, parents/carers are able to make a complaint by contacting the Head of School. Our complaints procedures, available from the school office/website, sets out the steps in making a complaint in more detail.

### **14. LINKS WITH OTHER SCHOOLS/TRANSFER ARRANGEMENTS**

Reception staff and, if required, the SENCO, will meet with staff from partner nursery schools prior to pupils starting school. Where necessary the SENCO will create a transition plan.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCO will telephone to further discuss the child's needs

Enhanced Transitions will be arranged for pupils with SEND during the Summer Term when pupils move from Nursery to Foundation or from Yr 6 to Yr 7. Parents, teachers and other professionals working with the child will be involved in this process.

Information about pupils will be shared via the local authority Transition Portal for all children moving from Primary – Secondary or Nursery – EYFS.

LA guidance will be used to support transition e.g. enhanced transition framework.

## **15. LINKS WITH HEALTH AND SOCIAL SERVICES AND ANY VOLUNTARY ORGANISATIONS**

The school regularly consults with health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.

Social Care can be contacted to ask for advice or raise any concerns. Class teachers will alert the SENCO / Head of School if there is a concern they would like discussed in person or via Behaviour Watch.

School can contact the early help and SEND advice line following this link: [Plymouth Early Help and SEND Advice line | PLYMOUTH.GOV.UK](https://plymouth.gov.uk/early-help-and-sen-advice)

There are many voluntary organisations supporting SEND. Parents are signposted where appropriate.

## **16. INCLUSION PRINCIPLES**

Staff at Discovery MAT value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach to find the best placement for each child.

Within each class, teaching and organisation will be flexible and diverse to ensure effective learning.

## **17. ACCESS TO THE ENVIRONMENT (see accessibility plan for more information)**

Oakwood Primary Academy is a single site school built on one level. Entrance to the building is through the main reception which has automatic doors and level access. There is a disabled toilet within the reception area and two within the main school building.

Beechwood Primary Academy is a single site school built on two levels. The first floor is for adults only and is accessed via stairs at either end of the building and then secure doors. Entrance to the building is through reception which has level access. There is a lift to the first floor that can be accessed through reception. There is a disabled toilet within the reception area and two within the school building. Yellow bay parking spaces have been designated in the car park closest to the building entrance.

Weston Mill Community Primary Academy is a single site school built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main reception, which is ramped and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access, and a lift to provide access to the first floor. Two yellow bay parking spaces have been designated in the carpark for disabled visitors to park in.

## **18. ACCESS TO INFORMATION**

All children requiring information in formats other than print have this provided. This includes the use of dual coding (as a school we currently use Widget online) which provides additional comprehension support for learners.

We adapt printed materials so that children with literacy difficulties can access them.

Opportunities to use symbols on displays and around the class are optimized.

We provide alternatives to paper and pencil recording where appropriate; this may include the use of ICT.

We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

## **19. ADMISSION ARRANGEMENTS**

Children with additional educational needs are considered for admission to the school on the same basis as for children without additional educational needs.

Children identified, prior to joining our school, as having additional needs will be matched to a class to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of children with a disability, SEN need, Education Health and Care Plan or one pending, will be invited to discuss the provision that can be made to meet their identified needs.

## **20. TERMINOLOGY, IMAGERY AND DISABILITY EQUALITY**

The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We ensure that all children have access to positive representations of disability through books, displays and class based resources.

School assemblies are used as an opportunity to raise awareness and discuss issues that affect different groups of people and the local community.

We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

HOS and staff review their equality practice through a termly EDI impact assessment.

## **21. LISTENING TO DISABLED PUPILS AND THOSE IDENTIFIED WITH ADDITIONAL NEEDS**

Discovery MAT encourages the inclusion of all children in the School Champions, Compassionate Buddies, Wellbeing Champions and other consultation groups.

We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

We actively and regularly seek pupil voice without prejudice. Pupil voice is gathered using a range of different methods to ensure all pupils have their say.

Appreciative Enquiry is used where appropriate.

## **22. WORKING WITH DISABLED PARENTS/CARERS**

Discovery MAT recognises that there will be disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents'/carers' activities. We also make sure that we hold parents'/carers' meetings in accessible areas.

When a child starts at the school we ask the parents/carers about their access needs and will then communicate in the required format e.g. audio tape, large print, telephone etc.

## **23. DISABILITY EQUALITY AND TRIPS OR OUT OF SCHOOL ACTIVITIES**

Discovery MAT tries to make all trips and activities inclusive by planning in advance and using accessible places. Risk assessments will be completed and shared with parents prior to this if there is risk that a child may not be safe to attend. Reasonable adjustments will always be made and prioritised.

## **24. PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Discovery MAT supports children with EAL according to their ability and need. On entry, the child will be assessed and a support package tailored to meet the individual child's need.

Children with EAL will not always require additional support, with many managing well with the usual classroom scaffolding and support.

A child with EAL who requires additional support is not automatically regarded as having a SEND need. They will only be deemed as having a SEND need if a need is identified which is not related to their EAL status.

## **25. EVALUATING THE SUCCESS OF THE SCHOOL'S SEN AND INCLUSION POLICY**

Three times a year we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also

analyse data on behaviour: major behavioural incidents and suspensions (including resets and reflections). We use this analysis to help us plan our provision map. At the same time, we set new targets for the term ahead, aiming for:

A reduction in the percentage of children with very low attainment,

An increase in the percentage of children recorded as having special educational needs attaining Age Related Expectations by the end of KS1 and KS2,

A reduction in behavioural incidents and seclusions

A reduction in children on the SEN register

A reduction in children on part time timetables

The SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a EHCP has been granted / requested via the Academy Review.

The Head of School will report on any whole school developments in relation to inclusion, at the same time, and will ensure that the Board are kept up to date with any legislative or local policy changes via the SEN governance group.

- The Annual Report to parents/carers will include the details of SEND provision.
- SEND and inclusion is an agenda item at Local Advisory Board meetings at Trust level and the information will be received prior to this through the SEN governance group.
- The SENCO/Trust Inclusion Lead will meet with the SEN LAB member to discuss Inclusion and current SEND concerns. The SEND Board member will lead monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting will take place during IEP meetings and between these meetings, as required.
- The policy itself will be reviewed annually by the Trustees.

## **26. DEALING WITH COMPLAINTS**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the Discovery MAT's Complaints Policy. This is available, on request, from the school office and website.

### **Additional Information**

Additional information for parents and carers can be found in each school's SEND Information Report, which is available on the school's website and can also be accessed through the Plymouth Online Directory (POD)

<http://www.plymouthonlinedirectory.com/>

Information about Ordinarily Available Provision (OAP) both in schools and within the city of Plymouth can be found via the 0 – 25 SEND team.

Plymouth SEND contacts | [PLYMOUTH.GOV.UK](http://PLYMOUTH.GOV.UK)

Finally, independent support and advice on SEND Support for families and children/young people can be found at Plymouth Information Advice and Support for SEND (PIASS).

Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support ([plymouthias.org.uk](http://plymouthias.org.uk))

This policy was written in collaboration with parents and children of Discovery MAT.