

Bledlow Ridge School



Special Educational Needs and Disabilities Policy

Date agreed: September 2026

Review date: September 2027

Vision and Values

At Bledlow Ridge, we believe that every child has the right to equal access to quality education, regardless of gender, background, physical or emotional need or ability. We believe that every teacher is a teacher of all children, including those with Special Educational Needs and/or Disabilities (SEND), and we expect children with SEND to make the best possible progress and feel that they are valued members of the wider school community. We are committed to offering all pupils the opportunity to thrive and succeed. We make reasonable adjustments to teaching, the curriculum and the school environment to ensure that pupils with SEND can engage in all aspects of school life alongside their peers.

As our understanding and awareness of SEND continues to develop, we recognise that many of the approaches that support pupils with SEND are also examples of high-quality teaching that benefit all pupils. Adaptive teaching, inclusive classroom practice and Ordinarily Available Provision are therefore embedded within our everyday teaching and provision for all children.

Aims

We at Bledlow Ridge School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Bledlow Ridge School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- To identify and provide for children who have special and/or additional needs/disabilities.
- To operate a 'whole pupil, whole school approach' to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo), currently Miss Gemma Grimaldi, who will work with the policy for Special Educational Needs and Disabilities.
- Miss Gemma Grimaldi can be contacted via the school office or via email sendco@bledlowridge.bucks.sch.uk
- To ensure a clear, graduated process for identifying, assessing, planning and reviewing provision for children with SEND, considering parents/carers' views and those of the child as an essential part of this process.
- To provide support and advice for staff working with pupils with SEND.
- To allocate resources that can be used flexibly to support individual needs.
- To put in place programmes of work (for groups or individuals) that enable all children to make progress.
- To operate a system of record keeping and regular monitoring and analysis of each child's progress.

Legislation and Guidance

This policy is based on the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), and the following legislation:

- Children and Families Act 2014 (Part 3)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (including Section 20 and Section 149)
- The School Admissions Code
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Local Authority requirements including the Local Offer

Roles and Responsibilities

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs in line with the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) and the Special Educational Needs and Disability Regulations 2014.

In addition to this, the Governing Body ensures that:

- Appropriate provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Parents are notified if the school decides to make SEND provision for their child.
- Governors are fully informed about SEND issues, so that they can play a major part in school self-review.
- The school website contains an up-to-date SEND statement, which gives information about the implementation of the school's policy for pupils with special educational needs or disabilities.
- Governors are involved in the development and monitoring of the school's SEND policy, and the school as a whole is involved in its development.
- The quality of SEND provision is regularly monitored.

The Governing Body has a named SEND Governor who has specific oversight of the school's arrangements for SEND. The SEND Governor works with the SENDCo and school leaders to provide appropriate support and challenge and to help the Governing Body assure itself that its statutory responsibilities towards pupils with SEND are being met. This includes maintaining an overview of the implementation of the SEND Policy, the effectiveness of SEND provision and the progress and outcomes of pupils with SEND. The Governing Body will ensure that governors have access to appropriate and regular information and training to support their understanding of SEND and enable them to fulfil their responsibilities effectively.

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the Governing Body informed about SEND issues.
- Working closely with the SENDCo.
- The deployment of any special educational needs personnel within the school.

The Headteacher also has overall responsibility for monitoring and reporting to the governors on the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for carrying out, or arranging for the carrying out, of the following tasks:

- In relation to each of the registered pupils who have special educational needs or disabilities:
- Co-ordinating the provision for pupils with SEND.
- Monitoring, with the class teacher and leadership team, the effectiveness of any special educational provision made, ensuring that an agreed, consistent approach is adopted.
- Securing relevant services for the pupil where necessary and possible.
- Ensuring that the school keeps the records of the pupil's special educational needs up to date.
- Liaising with parents of pupils with SEND.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.

- Ensuring that, when the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority.
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Selecting, supervising and training teaching assistants who work with pupils with SEND alongside the Headteacher.
- Advising teachers at the school about adaptive teaching methods and resources appropriate for individual pupils with SEND.
- Contributing to in-service training for teachers at the school to assist them to carry out their duties in relation to pupils with SEND, i.e. in identifying them, devising strategies, setting targets appropriate to the needs of the pupils, and using appropriate resources and materials.
- Preparing and reviewing the information required to be published by the Governing Body on its website, concerning SEND arrangements within the school and liaising with the SEND Governor.
- Together with the Headteacher, managing the SEND budget.

Class teachers are responsible for:

- Including pupils with SEND in the class and for providing an appropriately adaptive curriculum. They are responsible and accountable for the progress of their pupils.
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- Drawing on the SENDCo for advice on assessment and strategies to support inclusion.
- Giving feedback to parents of pupils with SEND.
- Retaining responsibility and accountability for the progress and development of pupils in their class, including where a pupil accesses additional support, intervention or provision delivered by a teaching assistant, specialist member of staff or outside professional. Class teachers work closely with teaching assistants and specialist staff to plan, implement and review support and to ensure that additional provision is appropriately linked to classroom teaching and the pupil's identified needs.

Teaching Assistants (TAs) work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs and helping with the inclusion of pupils with SEND within the class. They play an important role in implementing learning plans and provisions and monitoring progress. Where pupils have an Education, Health and Care Plan (EHCP), they may contribute to annual review meetings, and they help all pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

SEND Information Report and Local Offer

The school publishes a SEND Information Report on its website, setting out how this SEND Policy is implemented within the school and providing information for pupils and parents/carers about the support available for children with SEND. The SEND Information Report is reviewed and updated annually, with any significant changes during the year updated as appropriate. The SEND Information Report includes information about the school's arrangements for identifying and supporting pupils with SEND, how parents/carers and pupils are involved, arrangements for supporting transition, and the school's approach to concerns and complaints relating to SEND provision. The school also contributes to and signposts parents/carers to the Buckinghamshire Local Offer, which provides information about education, health and social care provision and other services available locally for

children and young people with SEND and their families. A link to the Local Offer is available through the school's SEND Information Report and/or school website.

Admission Arrangements

Bledlow Ridge School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the Local Authority (LA) admissions policy. If a parent wishes to have mainstream provision for a child with an Education, Health and Care Plan, the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Identification, Assessment and Provision

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. At Bledlow Ridge School, we recognise that high-quality teaching, adaptive teaching and Ordinarily Available Provision are the first point of support for all pupils. Where a pupil experiences ongoing difficulties or is making less than expected progress, the school follows a graduated process of assessment, planning, provision and review to identify and respond to their individual needs.

This means that difficulties or slower progress do not automatically mean that a pupil has SEND or should be placed on the SEND register. The school first considers the quality of teaching, the effectiveness of adaptive teaching and the Ordinarily Available Provision already in place. Where appropriate, further targeted provisions are introduced and their impact monitored. If a pupil continues to experience significant difficulties despite appropriate and purposeful support, and evidence indicates that their needs require provision above and beyond what is ordinarily available, the class teacher and SENDCo will consider whether the pupil requires SEND Support and should be placed on the SEND register. This process ensures that decisions are based on a clear understanding of the pupil's needs, the provision already put in place and the impact of that provision.

All pupils' skills and levels of attainment are assessed on entry, building on information from previous nursery settings or other schools as appropriate. Any evidence that a pupil may have a disability under the Equality Act 2010 is considered and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting 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.
- Widens the attainment gap.

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to secondary school and beyond into adult life.

The first response to concerns about progress or development is to review the quality of teaching, including the use of adaptive teaching and Ordinarily Available Provision, and to ensure that these are appropriately meeting the pupil's identified needs. Where appropriate, additional targeted provisions may then be put in place and their impact monitored. The class teacher, working with the SENDCo, will review the pupil's response to this support and consider whether further assessment or provision is required. For some children, SEND can be identified at an early age. However, for other children, difficulties become evident only as they develop.

Persistently disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors,

such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate. Other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND, but they can have an impact on well-being and sometimes this can be severe.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

A diagnosis of a particular condition or disability does not automatically mean that a pupil will be placed on the SEND register. Where a pupil has a diagnosis, the school will consider their individual needs and any recommendations made within relevant professional reports, where applicable. If these needs and recommendations can be appropriately met through high-quality teaching, adaptive teaching, reasonable adjustments and Ordinarily Available Provision, the pupil may not require placement on the SEND register. The decision to place a pupil on the SEND register is based on their individual special educational needs and whether they require provision that is additional to or different from that ordinarily available to pupils of the same age.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. All aspects of a child or young person's performance in different areas of learning and development are looked at carefully to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

The following four broad areas give an overview of the range of needs that are planned for. Individual children often have needs that cut across all these areas and their needs may change over time. For example, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. The support provided to an individual is based on as full an understanding of their particular strengths and needs as possible. The school seeks to address these needs through high-quality teaching, adaptive teaching and appropriate provision, including targeted provisions where required.

Broad Areas of Need

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a different pace from their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access learning and all the opportunities available to their peers.

SEND Support within the School

A Graduated Response to SEND Support

At Bledlow Ridge, class teachers are responsible and accountable for the progress of all children in their class. We recognise that the needs of many pupils can be met through high-quality teaching, adaptive teaching and Ordinarily Available Provision. We therefore follow a graduated response to identify when a pupil requires support beyond what is ordinarily available.

We provide three levels of support:

Wave 1 – High-quality teaching, including adaptive teaching and Ordinarily Available Provision, is the first approach for all children. Teaching is adapted to meet the range of needs within the classroom, and the approaches used are intended to support all pupils, including those with emerging or identified SEND.

Wave 2 – Where, despite high-quality teaching, adaptive teaching and Ordinarily Available Provision, some pupils do not make expected progress towards their desired outcomes, the class teacher, with input from the pupil and their parents/carers, will review the possible barriers preventing progress. Once these have been identified, appropriate short-term targeted provisions will begin. The impact of these provisions will be monitored and reviewed.

Wave 3 – If a pupil continues to make less than expected progress despite high-quality teaching, adaptive teaching, Ordinarily Available Provision and appropriate Wave 2 provisions, the class teacher and SENDCo will review all the information gathered and discuss the next steps with parents/carers. The four-stage process of assess, plan, do, review (see below) will be used to determine whether the pupil requires provision above and beyond what is ordinarily available.

At this stage, where the evidence demonstrates that the pupil has special educational needs requiring provision beyond Ordinarily Available Provision, the pupil may be recorded on the SEND register under the category of SEND Support. This decision will be based on the pupil's individual needs, the provision already put in place, the impact of that provision and the views of the pupil and their parents/carers. Placement on the SEND register is therefore not an automatic response to a diagnosis, slow progress, low attainment or a need for additional support; it follows a graduated process of assessment, provision and review.

1. Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, the pupil's

progress and attainment and behaviour. It also draws on the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school takes any concerns raised by a parent seriously; these are recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment is reviewed regularly. This helps ensure that support and provisions are matched to need, barriers to learning are identified and overcome, and that a clear picture is developed of the provisions put in place and their effect. In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo may contact them if the parents agree.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The provisions and support to be put in place are agreed with the pupil and their parents, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Parents should be fully aware of the planned support and provisions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

3. Do

The class teacher remains responsible for working with the child on a daily basis. Even where the provisions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and provisions, and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, and in advising on the effective implementation of support.

4. Review

The effectiveness of the support and provisions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and provisions are evaluated, along with the views of the pupil and their parents. The class teacher revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and provisions that are matched to the pupil's area of need, the school will consider involving specialists if applicable and available. Specialists may be involved at any point to advise the school on early identification of SEND and effective support and provision. The pupil's parents will always be involved in any decision to involve specialists.

Such specialist services include, but are not limited to:

- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)
- Educational Psychologists (EP)

At Bledlow Ridge School:

- All teaching staff are trained to teach pupils with SEND and additional training for teachers and TAs is made available when possible and necessary. Pupils are grouped in classes according to age. As there is a wide range of attainment within each class, all teachers provide an adaptive curriculum suitable for all pupils, to ensure access at all levels.

- Adaptive resources are used to ensure access to the curriculum.
- Staff are kept well informed about the strategies needed to manage pupils' needs effectively, and they try to ensure that other pupils understand and respond with sensitivity.

Pupils with SEND with particular needs are included as fully as possible in the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively to work with a TA in order to acquire, reinforce or extend skills more effectively. Withdrawal provision is normally time-limited and criteria for inclusion in such provision are clearly specified.

Requesting an Education, Health and Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child or young person at SEND support, the child or young person has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment. To inform its decision, the LA will expect to see evidence of the action taken by the school as part of SEND support.

Use of Data and Record Keeping

The school keeps up-to-date records of pupil progress and, in addition to this, details of additional or different provision made under SEND support are recorded. This includes accurate information, stored on Edukey, to evidence the SEND support that has been provided over the pupil's time in the school.

Provision management can be used strategically to ensure provision matches the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way, provision management also contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of provisions that are effective and to remove those that are less so.

The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years. At Bledlow Ridge School, we encourage pupils to participate in their learning by contributing to reviews and targets (formally or informally) and talking to TAs and teachers about their learning.

Partnership with Parents/Carers

The staff at Bledlow Ridge School will continue to forge home/school links and encourage parents to be partners in the education process. Parents receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and attainment, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated.

Parent consultation meetings are held with class teachers twice a year, with termly meetings also being held for children who are on the SEND register to discuss and review learning plan targets and provisions. These take place with class teachers and SENDCo. Parents are, however, welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to arrange, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through Buckinghamshire Parent Partnership Service. They can be contacted on 01296 383754.

Transfer and links with other schools

SEND support includes careful planning and preparation for transition between schools and phases of education. Transition arrangements are considered according to the individual needs of the pupil, with the pupil and their parents/carers involved in planning where appropriate. The school liaises with the receiving or previous educational setting to support continuity of provision. Relevant information about the pupil's strengths, needs, current provision, reasonable adjustments, successful strategies, outcomes and any relevant professional involvement is shared appropriately so that the receiving setting has the information needed to support a successful transition. There are opportunities for all pupils to visit their prospective secondary school. Pupils with SEND are, where possible, given additional visits or other enhanced transition opportunities where these would be beneficial, so that they can become familiar with the new setting, staff and routines and feel more confident about the transition. For pupils with an Education, Health and Care Plan, transition arrangements are considered through the statutory review process and in consultation with the pupil, parents/carers, Local Authority and relevant educational settings. Representatives from receiving schools may visit our school to meet staff and pupils before transfer and, where appropriate, to discuss the pupil's needs and existing provision. There are close links between our school and pre-school settings, and appropriate information is shared to support children, including those with SEND or emerging additional needs, when they are preparing to start school.

Transfer within the school

We recognise that effective communication between staff is an important part of ensuring continuity for children as they move between classes and year groups. Teachers and relevant teaching assistants liaise as part of the school's transition arrangements for all pupils. This enables receiving staff to develop an understanding of the children they will be working with, including their strengths, learning needs and any information relevant to supporting a positive and successful transition.

For pupils with SEND or additional needs, the current and receiving teachers and relevant teaching assistants/support staff liaise closely before transition. Appropriate information is shared about the pupil's individual strengths and needs, current provision, reasonable adjustments, learning plan targets and outcomes, successful teaching and support strategies, resources, interventions and any relevant advice or recommendations from external professionals. Particular attention is given to approaches that have been successful for the individual child so that effective support can continue and the receiving staff are well prepared to meet their needs.

Relevant pupil records and provision information are transferred to the receiving teacher, and the SENDCo may support the transition process where a pupil has more complex needs or where additional planning would be beneficial. Where appropriate, pupils may be offered additional transition support, such as opportunities to spend time with their new teacher or teaching assistant, additional visits to their new classroom, visual information or other individually appropriate preparation.

The pupil's views are considered where appropriate, particularly in relation to what helps them to feel safe, confident and ready to learn. Parents/carers can be reassured that relevant information about their child is shared appropriately between staff as part of the school's internal transition arrangements, with the aim of maintaining consistency and continuity of provision as the child moves through the school.

Attendance

Pupils with SEND have the same right to education and high attendance expectations as all pupils. Barriers to attendance will be identified and addressed in line with the school's Attendance Policy.

Safeguarding

We recognise that pupils with SEND may be more vulnerable to safeguarding risks. All staff are trained to identify and act upon concerns in line with the school's Safeguarding and Child Protection Policy.

Concerns and Complaints

Bledlow Ridge School values open and constructive communication with parents/carers and aims to work in partnership with families to resolve concerns at the earliest opportunity. Parents/carers who have a concern about their child's SEND, the support or provision being provided, or the implementation of this policy are encouraged, in the first instance, to discuss their concerns with the class teacher and/or SENDCo as appropriate. The Headteacher may also become involved where necessary.

Where a concern cannot be resolved informally, or where a parent/carer wishes to make a formal complaint, this will be considered in accordance with the school's Complaints Policy. The conduct and communication of all parties throughout this process will also be expected to be in accordance with the school's Parent Code of Conduct Policy. Copies of these policies are available from the school and/or on the school website.

The school is committed to listening to concerns, responding appropriately and working constructively with parents/carers in the best interests of the child. Information about arrangements for concerns and complaints relating to SEND provision is also included within the school's SEND Information Report.

The school's key contacts

Mrs Natasha Harrison (Headteacher) office@bledlowridge.bucks.sch.uk

Miss Gemma Grimaldi (SENDCo) sendco@bledlowridge.bucks.sch.uk

The contacts for compliments, concerns or complaints from parents of pupils with SEND are:

Zoe Williams (Chair of Governing Body) zwilliams@bledlowridge.bucks.sch.uk

Victoria White (SEND Governor) vwhite@bledlowridge.bucks.sch.uk

Email: office@bledlowridge.bucks.sch.uk