

# The Appleton School



## SEND Information Report A Parent's Guide

<b>COMPILED BY: N. Cox ,SENDCo</b>	<b>Issue: 1</b>
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# The Appleton School - SEND Information Report

Welcome to The Appleton School's SEND Information Report. On this page you will find information on the support we provide for students with Special Educational Needs and Disabilities (SEND).

*The Appleton School uses the term 'parents' to signify parents and / or carers, i.e. all those who have parental responsibility for a child or young person.*

The Appleton School fully endorses the SEND Code of Practice (Jan 2015) core principles:

*All children and young people are entitled to an education that enables them to make progress so that they:*

- Develop lively, enquiring minds, encouraging the ability to question and argue rationally. Confronting them with challenging mental and physical tasks in order to ensure the highest possible level of achievement.
- Instill respect for each other, for religious and moral values and tolerance of other races, religions and ways of life.
- Acquire knowledge, skills and attitudes relevant to adult life in a rapidly changing world.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

## Special Educational Needs and Disability Code of Practice 0 to 25 years 2015

The Appleton School is fully committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

The Appleton School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school (*'achieving excellence'*) are the same for all students, regardless of their abilities.

Our SENDCo is Ms. Cox; she can be contacted by telephone on 01268 794215 or email at [curriculumsupport@theappletonschool.org](mailto:curriculumsupport@theappletonschool.org). If your child has a Special Educational Need or Disability and / or you would like more information, please contact Ms. Cox.

Additionally, Ms. Cox is supported by the SEND Manager, Mrs. E Fox. Together they lead the SEND Team.

## What kinds of SEND are provided for at The Appleton School?

We provide for a wide range of Special Educational Needs and Disabilities. The main areas of need are categorized into four broad areas. We recognise that students often have needs that extend across these areas and that their needs may change over time:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

The Appleton School believe that young people have a right to have their views listened to when making decisions and exercising choices that affect their futures. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the

school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

### **How does The Appleton School work with families of students with SEND?**

The Appleton School works in partnership with parents, which enables students with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

On application for a place, their child joining and throughout their child's time at the school parents are given regular opportunities to discuss their child's needs, progress and concerns. Opportunities for this to occur may include:

- Meetings to agree transition arrangements and support;
- Meetings to discuss progress with the SENDCo or other appropriate member of staff;
- Statutory meetings and reviews.

The young person is central to the planning for and the review and evaluation of the support they have been given to support their progress. The Appleton School is committed to hearing their voice and to ensuring their needs are met. The Appleton School seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use of student passports
- Student- or need-centered CPD for staff
- SEN student representation on the School Council
- Age-appropriate conversations about targets and progress
- Student participation in statutory meetings or annual reviews
- Discussions about changes to the physical environment to support the young person

This is in line with the person-centered planning approach, which is a process for continual listening and learning, focusing on what is important to someone now and in future, and acting upon this in alliance with family and friends.

We have high aspirations for all our students, including those with SEND. Students with SEND are integral to the decision-making process affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered. For those students with an Education Health Care Plan (EHCP) their views will be sought before their Annual Review meetings and students will be invited to attend them. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

### **Working with the school**

Our Inclusion Team are:

Assistant Headteacher for Inclusion:	Mr. D Clout
SENDCo:	Ms. N Cox
Assistant Headteacher:	Mr. J Gill
SEND Manager:	Mrs. E Fox
Inclusion Manager:	Mrs. L Piper
Assistant Inclusion Manager:	Mrs. J Wright
Pastoral Progress Mentor:	Mrs. D Hillier

English/Maths Progress Mentor: Mrs. M Lelliott

English/Maths Progress Mentor: Miss H Clout

### **How will families know if students with SEND are making progress?**

All parents can contact The Appleton School at any time to request an informal update on their child's progress. All parents will be sent a printed copy of students' assessment data at the end of each term and are also invited to parental Consultatives with their child's Form Tutor and Subject Teachers. In addition to this, parents of students with an EHCP will have an Annual Review chaired by The Appleton School's SENDCo and / or SEND Manager.

Throughout the course of any academic year parents may well be requested to attend meetings to discuss progress. At times this will be with multi-agency professionals in attendance.

### **How does The Appleton School identify and assess students with SEN?**

We have a clear approach to identifying and responding to SEND. All teachers at The Appleton School are responsible for identifying students with SEND, and in collaboration with the SENDCO, SEND Manager and other members of the Inclusion Team, will ensure that those students requiring different or additional support are identified at an early stage.

The process of identification and assessment of students' requirements involves:

- Primary school records, National Curriculum records and verbal information gathered during the transition process;
- Use of the Provision Guidance to establish the level of need;
- Advice from outside agencies;
- Meetings with parents;
- In house testing, including reading and spelling assessments;
- Information from school staff;
- Implementing the model for identification, assessment and provision of special educational needs as outlined in the SEN Code of Practice (2015) with the Assess, Plan, Do, Review framework.

The identification of pupils with SEND involves allocating a level of concern (SEND Level) and a main area of difficulty (category of need). There is a staged approach for the identification of need and the level of support this brings for the student. The Appleton School fulfils the requirements of the SEN Code of Practice (2015) in ensuring all students receive their full entitlement for support.

The Appleton School regularly gathers information from within the school about every student's progress, alongside national data and expectations of progress. Academic data is updated at regular intervals and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might be:

- significantly slower than that of their peers starting from the same baseline;
- failure to match or better the student's previous rate of progress;
- failure to close the attainment gap between the child and their peers, or
- widening attainment gaps.

Students may also be identified via pastoral and academic tracking meetings with The Appleton School staff and in some cases within Multi Agency Professionals meetings where attendance and behaviour data are considered.

Where subject teachers decide that a student is making less than expected progress despite verified high quality, personalised teaching, they will consult parents / carers and carry out further class-based assessments. A period of additional class-based interventions will then follow.

If, despite subject teacher intervention the student continues to make less than expected progress, the SENDCo / SEND Manager is consulted.

The SENDCo / SEND Manager is then responsible for investigating and where necessary assessing the student to determine if the student has SEND, noting areas that are barriers to learning which may require support.

The identification and assessment of SEND includes an early discussion with the student and their parent(s). These early discussions enable The Appleton School staff to develop a good understanding of the student's areas of strength and difficulty, any parental concerns, the agreed outcomes sought for the student and the next steps.

We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

With parental agreement, The Appleton School will liaise with outside professionals if they are already involved with the student.

For higher levels of need, the SENDCo / SEND Manager will draw on more specialised assessments from external agencies and professionals.

### **How does The Appleton School meet the needs of students with Special Educational Needs?**

#### High quality teaching

The Appleton School is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is adapted and personalised to meet the needs of the majority of children and young people. High quality teaching of all students, including those with SEND, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015 and Essex Local Authority's 'Ordinarily Available' approach. The Appleton School aims to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- Members of staff understand that they are all teachers of students with special educational needs.
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.
- All students at The Appleton School have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The Appleton School regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENDCo / SEND Manager carry out regular learning walks to ensure that high quality teaching for students with SEND is in place across the curriculum.
- There is regular advice, training and CPD delivered by the SENDCo / SEND Manager or other specialist SEND staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- Where necessary outside agencies deliver bespoke training.
- Staff can observe outstanding teaching of students with SEND as part of normal staff development opportunities.

#### Increased levels of provision and support

However, in spite of high quality, personalised teaching, it may become evident that some students need increased levels of provision and support:

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting The Appleton School's core offer or

whether something different or additional is required.

- All teachers and support staff who work with the students are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on Provision Map and monitored for an agreed time.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent(s) / carer(s), student and teaching staff.
- Where it is agreed, in consultation with parents, that a student has a SEND this decision is recorded in the school's records. At this point the student will be identified on the SEND Register as 'School Support,' marked K on Sims.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student.
- Teachers are expected to work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo / SEND Manager should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### Review

Progress with Pupil Passports are monitored informally by LSAs and reviewed formally by teaching staff throughout the year and reported to the SEND Manager and SENDCo. In addition, each child receives a termly review of their progress with Pupil Passport outcomes by the SEND Manager and SENDCo. At these reviews their SEN level and category of need will also be reviewed. These reviews are timed to coincide with Consultative evenings to maximise the involvement of parents/carers. The SENDCo uses multiple sources of information when preparing reviews, and for monitoring students, including:

- Reports on progress made with last outcomes from LSAs
- Written reports from LSAs
- Pupil profiles of identified strengths and weaknesses completed by all class teachers
- Written comments from class teachers
- Progress reports
- Results of assessments completed since the last review
- Reports from outside agencies
- Behaviour records.

Where there are additional interventions or tutoring in place, The Appleton School will review:

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the students and their parents are integral to this process. This is in line with the SEND Code of Practice (2015).
- The SENDCo / SEND Manager working with subject teachers may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent(s) and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. SIMS will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, The Appleton School may involve specialists, both in-house and from outside agencies.
- The Appleton School will provide an annual report for parents on their child's progress, as part of the normal reporting process.

If required, an Education and Health Care Needs Assessment may be undertaken. Students and their parents / carers are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

This would need to be assessed and agreed by the Local Authority, and if approved, an Education Health and Care Plan (EHCP) will be awarded to the student. An EHCP carries specified targets for improvement and a package of resources to ensure that the student makes educational progress. All students with EHCPs must undergo a thorough Annual Review of their progress, which is sent to the local authority for monitoring. Parents/carers, the student, teachers, LSAs and relevant professionals from outside agencies are all invited to contribute to the Annual Review.

As part of the EHC Needs Assessment The Appleton School may request additional top-up funding from the student’s Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

### What provisions are available at The Appleton School to meet the needs of students with SEND?

The Appleton School’s notional SEND Budget is used to commission and /or employ a range of services, including Speech and Language therapy, Educational Psychology, pastoral care and counselling services to support students:

The Appleton School’s Student Provisions		
Provision	Details	Target students
<b>Alternative Provision</b>	Specialist off site small provision(s) with significantly higher staff to student ratio than The Appleton School.	Students with a high level of need, in particular those with social, emotional and mental health difficulties.
<b>BTEC Options</b>	KS4 / KS5 vocational learning. BTEC qualifications are more hands on and grounded in the real world of work. A range of qualifications are available for the range of abilities that we have.	Students with an interest/ aptitude in a vocational area who may struggle with a predominantly academic curriculum.
<b>Counselling Service</b>	On-site school based mental health support for students. This includes bereavement counselling.	Students with social, emotional and / or mental health needs.
<b>Educational Psychologist</b>	This service is to support in the assessment of students with potential or identified SEND and to offer school-based strategies.	Students with a high level of need who may potentially meet the criteria for an EHCP.  Students already in receipt of an EHCP.
<b>In class support from a Learning Support Assistant</b>	Support the personalisation of lessons.  Ensure that target students meet their lesson objectives.	Those with an EHC Plan, where it is necessary in order to meet objectives.  Other students with SEND who require additional staff support to meet lesson objectives.

<b>Literacy Interventions</b>	The Appleton School delivers a range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments. This may include support from our English Progress Mentor. This may include: Reading tutoring Phonics intervention Literacy intervention	Each intervention has its own entry criteria based on assessments of reading, spelling, academic progress data and where required specialist literacy assessments.
<b>Maths Interventions</b>	The Appleton School delivers a range of numeracy interventions aimed at students with significant numeracy difficulties. Progress is very closely monitored through regular assessments. This may include support from our Maths Progress Mentor.	Each intervention has its own entry criteria based on assessments of Maths / numeracy, academic progress data and where required specialist numeracy assessments.
<b>Mentoring Service</b>	The Appleton School commissions a variety of mentoring services, including peer mentoring services and outreach support to support students to consider alternative strategies and goals to better self-manage / self-regulate and to be working across the curriculum at / above expected levels.	Students at risk of disaffection or disengagement.  Supporting vulnerable students in particular those at risk of under-performing and / or being NEET.
<b>Fine and Gross Motor Skills intervention</b>	LSAs deliver fine and gross motor skills intervention with consultations from physical and occupational therapists, including sorting, co-ordination, handwriting, and other physical skills.	Students presenting with fine motor or gross motor difficulties.
<b>Preparing for Adulthood training</b>	Progress mentors deliver preparing for adulthood training which links to skills needed in the wider world.	KS4 students with EHCPs, and year 9s with EHCPs. This extends to other students with SEN support who may need life skills tuition.
<b>Inclusion unit (Positive Impact Centre)</b>	Small group provision for students requiring a different offer from full-time classes in main school. These sessions are onsite, although are not in the main school area.	KS4 students with learning or social, emotional and mental health difficulties who have struggled in main school.
<b>Careers advice with onsite advisor / offsite advisor</b>	Careers advice with the Careers advisor on site, and for those with EHCPs, meetings with the SEND Careers advisor from Essex Local Authority / Connexions advisor from Southend Local Authority.	All year 11 students will receive this, with the first being EHCP students.

<b>Mix and Munch lunch club</b>	Supervised lunch club with an LSA, with access to computers to complete any work, as well as games for encouraging social interaction between students. This is a quiet area during lunch time that students can access with supervision and help to meet other students.	This is open to all students, but specifically designed for those who struggle with social interaction.
<b>Zones of Regulation tutoring</b>	Zones of Regulation programme delivered by a SEND Progress Mentor for both KS3 and KS4. This is to help with identifying emotions and how to cope in school to promote wellbeing, mental health and resilience.	KS3 and KS4 groups for students who struggle with emotional regulation.
<b>Social Skills group</b>	Social skills intervention is delivered by a SEND progress mentor to help students to develop communication skills with each other.	KS3 and 4 SEN students who struggle to make and keep friends, and who may struggle with speech, language and communication needs.
<b>Nurture provision</b>	The Nurture provision is run by our SEND Manager as a time-limited support for a 'soft-landing' for students struggling with anxiety. This is currently running for year 7s, and includes a breakfast club, calming activities, social skills and uses the 'Six Core Strength' Curriculum.	KS3 currently for students with anxiety to give a 'soft landing' in mornings and integrate into the school with additional support. Students who need some resilience work are accessing this provision.

The above provisions are reviewed regularly by the SENDCo, SEND Manager and Curriculum Leaders to establish whether they are contributing significantly to student progress and offer value for money.

The SENDCo, supported by the SEND Manager is responsible for maintaining a whole school Provision Map and individual Provision Map for each student with an EHCP. These maps clearly outline the support put in place which is additional to or different from that which is offered through The Appleton School's curriculum. It demonstrates how any additional funding is used.

The provision maps also help The Appleton School maintain an overview of the programmes and interventions used, with different groups of students and provide a basis for monitoring the levels of intervention and demonstrate how the additional funding is used.

### **How are The Appleton School's resources allocated and matched to the student's Special Educational Needs?**

The SEND budget is allocated each financial year by Essex Local Education Authority. The money is used to provide the provision and resources described in the table above dependent on an individual's needs. Additional agreed resources may include:

- Specialist assessments, for example dyslexia or cognitive ability tests
- Specialist learning tools or materials
- Access to specialist computer equipment / programs
- Specialist staffing / training within the LSA team to support students in their learning

### **What additional specialist services are accessed by The Appleton School to meet the needs of students with SEND?**

Where deemed necessary and in consultation with families, The Appleton School makes referrals to the following Outside Agencies / Teams (and any other that are necessary) in order to access specialist advice and support for pupils with SEND:

- CAMHS (Child and Adolescent Mental Health Services)

- Children’s Single Point of Access (CSPA) – who take referrals for Community Pediatric Service, Pediatric Speech and Language Therapy, Pediatric Occupational Therapy and Pediatric Physiotherapy
- Education Access Team (Essex LA)
- Engagement Facilitators (Essex LA)
- Essex Youth Service – including Short Breaks
- Inclusion Partners (Essex LA)
- Children’s Support Service (Essex LA)
- Affinity programme (Essex and Southend LA)
- The Lighthouse Centre for referrals for ASD or ADHD
- Great Oaks Medical Centre for ASD or ADHD
- Educational Psychologist
- Teacher of the Deaf
- Speech and Language Therapists
- Yellow Door
- Kids Inspire
- CAVS

### **How does The Appleton School support students with SEND during public examinations?**

The SENDCo and SEND Manager ensures that students on The Appleton School’s SEND register complete a series of agreed tests set by the Joint Council for Qualifications to determine if they qualify for additional support (Access Arrangements) during their public examinations. This support might include additional time, a reader and / or a scribe, rest breaks, prompts, alternative venues.

### **How does The Appleton School support students with medical needs / physical disabilities?**

- All students with medical needs will be included on The Appleton School’s medical tracking system created in consultation with the School Nurse / SENDCO and parents. All staff are informed about students on the medical register.
- Medication is administered in the school in agreement with parents and a completed Medical Consent form is signed and on file. All medication administered in the school is recorded on a centralised document.
- Relevant staff have received EpiPen training and seizure training.
- Alongside our First Aid Officer who oversees the administration of medication and First Aid, there are a significant number of First Aid Trained staff who can be called to administer basic first aid if required.
- Specialist Teacher time is accessed from the Essex Local Education Authority to support students with either visual and / or hearing impairments and their relevant staff.
- Toilet for the Disabled
- Stair climber
- Ramps
- Mobility training
- Access to specialist teacher input i.e. PNI, HI, VI
- Coloured overlays
- Access to laptop technology
- Specialist PE Equipment
- Specialist consideration for exams
- Partnership arrangements with local Special Schools

### **How accessible is The Appleton School?**

We are happy to discuss individual access requirements. Facilities we have at present include;

- Flat access to main entrance
- Some lift access to teaching spaces and non-teaching spaces – otherwise adaptations are made for classes to be arranged in an alternative space
- Corridors and doors are wide enough to facilitate wheelchair movement and allow access
- Unisex toilets for pupils with physical impairments / in a wheelchair on the ground floor.

- Ramps are installed to Curriculum Support area and throughout the site to school buildings

### **How does The Appleton School support the transition of students with SEND from Primary to Secondary?**

We believe that a smooth, well organised transition translates into success for all parties. Therefore, we put many strategies in place to ensure students entering The Appleton School are prepared for this change. These strategies include:

- The SENDCo / SEND Manager visit any primary school where a student with an EHCP is to meet the student and discuss their needs with the relevant staff members. Where a student is identified as School Support the SEND Manager, or another designated member of staff will meet the student and discuss their needs with relevant staff members.
- Students, and where possible their parents, visit The Appleton School before entry to discuss needs / strategies at a transition SEND Consultative evening, in addition to the general Transition Evening for all students' Parents and general Transition Day.
- Additional transition days are designed for SEND students (identified by primary schools) to become more familiar with the new environment earlier.
- Sharing of information with the primary schools in order to ensure that needs are met and communicated ahead of students starting at The Appleton School.
- Additional year 5/6 parent and student tours are available to be attended ahead of applying or naming the school in an EHCP.
- Where possible the SENDCo / SEND Manager attend Year 6 Annual Review Meetings for those students with an EHCP.
- We send home an information booklet for Year 6 students with relevant photographs of staff, rooms, equipment and other information to those students whom primary schools have stated would benefit from this.

### **How does The Appleton School support the transition of students with SEND from Secondary to Post 16 / Post 18 options?**

We pride ourselves on supporting high quality destinations for all our students. To facilitate this, the following strategies are employed:

- During Year 9, 11 and 13 The Appleton School's link local authority Preparing for Adulthood Advisor for students with SEND is invited to attend all Annual Reviews for Students with an EHCP and where possible Year 10 and 12 Annual Reviews.
- Where a need is identified a key member of staff supports specific students in completing sixth form / College of Further Education / Apprenticeship / University application forms.
- Additional visits to new schools, colleges or places of study can be supported by a key member of staff if required.
- Intervention with a progress mentor is implemented for Preparing for Adulthood programme with EHCP students on an alternating term basis in year 11.

### **How does The Appleton School address bullying?**

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

### **Are students with SEND included in activities outside the classroom such as educational visits?**

All students with SEND are eligible and actively encouraged to participate in activities, events and educational

visits. Risk assessments are written and procedures are put in place to enable all students the opportunity to fully participate.

### **What should parents do if they are not satisfied with the provision that has been put in place for their child at The Appleton School?**

As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If the situation arises where parents have a concern about the provision being made for their child then they should initially contact the SENDCo or SEND Manager. If a parent feels that neither of these have been able to reassure them that their child's needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.

If parents / carers wish to make a complaint in relation to a young person with SEND, whether they have an EHCP or not, they may raise their concern in the first instance with Ms. N Cox, SENDCo, who will arrange for an informal meeting where all issues can be discussed and, hopefully, resolved.

If parents are not satisfied with the outcome, they may then put their complaint in writing to The Appleton School's Headteacher, Ms S Cox, who may deal with the matter personally or delegate a senior member of staff to act as Investigating Officer.

If parents remain dissatisfied with the outcome, the complaint can be heard in front of a panel of at least three people, one of whom will be independent of the management and running of The Appleton School.

Support in resolving of disagreements and complaints, regarding provision for students with SEND, is also provided by the Essex Local Education Authority:

<https://www.essex.gov.uk/topic/schools-and-learning>

Essex SEND Information Advice and Support Service (SEND IASS) <https://www.essexsendiass.co.uk/> offer independent support and advice to parents. They can be reached on 01245 204338 or email [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

Full details of disagreement resolution services, mediation, tribunals and making a complaint beyond the local area can be found in the SEND Code of Practice 2015, Section 11 'Resolving disagreements.'