

# Henley Bank High School SEND Policy and SEN Information Report 2021-2022

**November 2021**

This report describes Henley Bank High School's policy and provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

## **Approval and review:**

This report is the responsibility of: SENCO

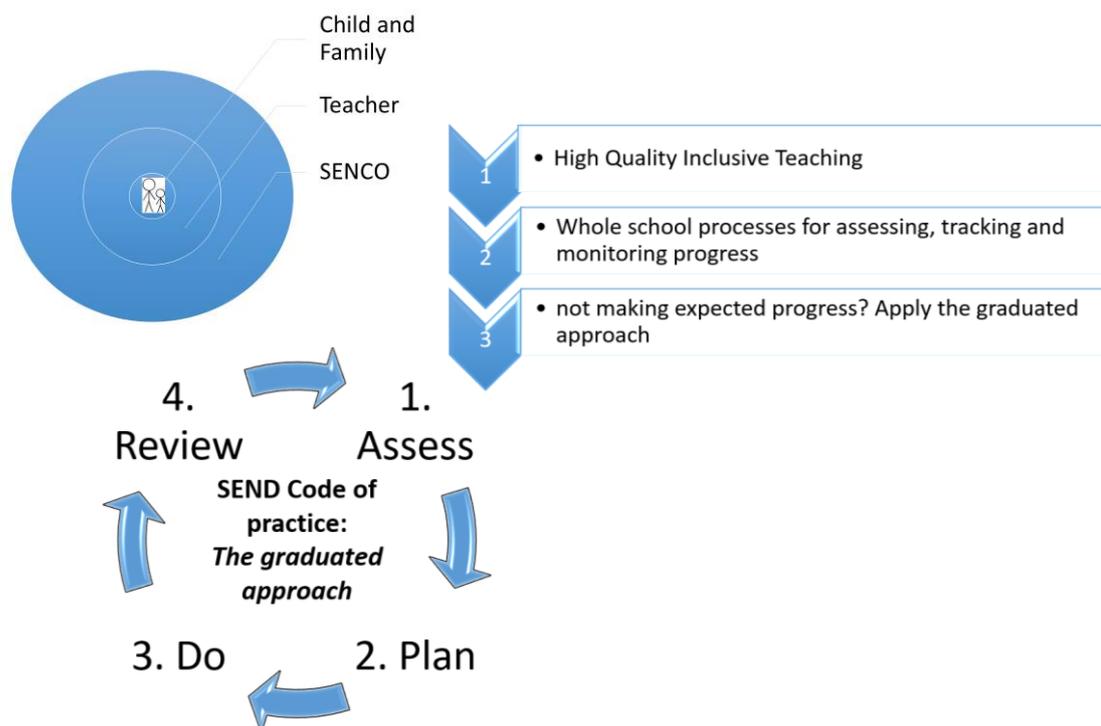
This report was approved by the Local Governing Body on: 2<sup>nd</sup> December 2021

Part One: Model SEN Policy

Part Two: Model SEN Information Report

## Part One: SEN Policy

1. At *Henley Bank High School*, the inclusion of all our pupils is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



At *Henley Bank High School* we:

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the school SEN information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

## 4. Roles and responsibilities

### SENCO:

*Rhian Williams (rhwilliams@henleybankhighschool.co.uk)*

### Headteacher:

*Stephen Derry (sderry@henleybankhighschool.co.uk)*

### SEN link governor:

*Nicole Hastie (nhastie@greenshawlearningtrust.co.uk)*

### Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: [svardy@greenshawlearningtrust.co.uk](mailto:svardy@greenshawlearningtrust.co.uk), telephone 020 8715 1078.

### The SENCO

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **The headteacher**

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **The SEN link governor**

- The local governing body will appoint a SEN link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENCo and the local governing body on matters relating to SEND.

#### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. Contacts**

#### **Contact details of support services for parents of pupils with SEN**

The Local Offer can be found on our website:

[www.henleybankhighschool.co.uk](http://www.henleybankhighschool.co.uk)

The Local Authority's Local Offer can be found on their website [www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk) or **Contact details for raising concerns**

Complaints about SEN provision in **Henley Bank High School** should be made to the SENCO in the first instance, and may be referred to the school's complaints procedure.

## **Part Two: SEN Information Report 2021 – 2022**

### **1. The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

### **2. Identifying pupils with SEN and assessing their needs**

The school refers to the Children and Families Act 2014, the SEND Code of Practice (January 2015) and the Gloucestershire Local Authority protocols around the Graduated Pathway.

When a special educational need is being considered, the SENCo will audit the needs of the individual student in order to assess whether there is a potential special educational need and use information gathered from one or more of the following: transition information from primary school; observations made by teachers or members of the SEND or Pastoral team in the classroom and during social periods; reports prepared by professionals; assessments undertaken in class or by the SEND team. In addition, whole school testing is carried out three times a year to provide an extra layer of identification and progress.

### **3. Consulting and involving pupils and parents**

At Henley Bank High School, we recognise the importance of co-production to ensure that every child's needs are accurately identified and information shared between the students, parents/carers and the school. This is especially important in the development of a provision that will successfully support students with special educational needs. Every parent/carer will be invited to a meeting with a member of the SEND team to write a student passport and co-produce their learning plan using the school's provision map 'Edukey', which provides parents and carers with their own log in to visit their child's page and see the SEND information shared with all teachers at the school.

Henley Bank High School develops partnerships with parents/carers in many ways and always welcomes suggestions as to how we can improve further. Some of the activities that parents are already involved in include Virtual meetings with the SENDCo or a member of the SEND team, Academic Review Days, induction and information evenings, SEND parent forums, governors' meetings.

Parents and students receive regular data and progress reports. There are three Academic Review Days/Academic Review Evenings every year where teachers, tutors, learning support staff and members of the school's leadership team are available to discuss any issues you may have. However, parents and students are welcome to talk to staff at any stage of the school year.

Additional meetings also take place at specific times throughout the year to review progress and assess the impact of the support students have received and plan for the future. These may take the form of formal Education Health Care Plan review meetings, or informal contact with either our SENDCo, contact with the SEND team or with a member of our Pastoral team.

We gather views of the individual student via a student voice meeting either completed with a member of the SEND team, or if preferred, with a 'trusted adult'. This information is then disseminated via the Edukey provision map in the form of a student passport. This is reviewed at regular intervals throughout the year.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

Henley Bank High School routinely tracks the progress of all students. Progress in reading and comprehension ages, writing ability and other skills are tested and measured against age related expectations from Key Stage 2. Currently in Key Stage 3, the school uses its own personalised flight path to track and establish the rate of progression students make in subject specific areas and this is measured against national expectations. In addition to subject assessments, students with SEND are assessed using standardised progress tests in English and Maths, these are used to inform their personalised interventions and to monitor their progress. In Key Stage 4 we use prior attainment data to estimate expected academic grades for all students and measure success against these.

During the annual review process, staff responsible for students with special educational needs consider the progress of each student to assess the impact of the support they have received and plan for the future. This may take the form of an Education Health Care Plan review led by our SENDCo. Members of the senior leadership team also attend some reviews to ensure that there is a shared understanding of the needs across the school.

The progress of students with special educational needs is regularly monitored by our SENDCo, Subject Leaders and members of the Senior Leadership Team. The SENDCo works with Senior and Middle Leaders to distribute the leadership of SEND to carry out termly reviews including MITA DDI's; DDI's of intervention groups as well as book looks and learning walks. There is an annual report to Governors who carefully monitor and evaluate the effectiveness of our provision for students with special educational needs.

## **5. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

To support the process of transition into the school:

- The SENDCo attends Year 5 and Year 6 Education Health Care Reviews (for those students intending to come to Henley Bank High School);
- Henley Bank High school is always ready to welcome children and families to come and look around our school or meet with our SENDCo and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year.
- Henley Bank High School holds Induction Days for all upcoming Year 7 students in July, in addition to a parent's meeting.
- Henley Bank High School provides additional time during Year 6 summer term, when students with SEND and other students identified as benefiting from additional support during their transition, come and spend some time in school before starting in Year 7.
- Henley Bank High School holds a transition meeting for parents of SEND students who come to Henley Bank High School with the SENDCO or key worker from their primary school.
- The Head of Year 7 or a member of the Senior Leadership Team visits all our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs.
- The SENDCo visits primary schools to liaise with the primary SENDCo and meet students. In addition, members of the Early Help Team visit the students to meet and observe them in their primary class environment, and strategies of support are discussed with the Year 6 class teacher and primary teaching assistant.

Many children transfer into Henley Bank High School as 'In year Admissions'. It is essential that this process is student centred and as supportive as possible, so that staff can ensure that any SEND needs are met, and arrangements are in place to ensure a smooth transition. If a child already has an identified SEND or additional need, then the SENDCo will meet with both the child and parent/carers before a start date is agreed. Please refer to the school's In year admission process found below:

<https://docs.google.com/document/d/1leuNFagXrLrUaYx6dVtcK4h9rVAwkU7o/edit>

To support the process of transition into post 16, all students attend careers interviews with an impartial external consultant, have supported visits to a range of local providers and additional support through the application process. Students with specific needs will be seen in Years 9, 10 and 11 by the external consultant. Some students with special educational needs may also have

more formal transition plans that may include accompanied visits to post 16 providers.

For those students struggling to transition into post 16, Henley Bank High School Careers advisors regularly attend Gloucestershire NEET advisory panels to ensure that no student is NEET. Trips to Colleges and alternative educational facilities are also offered to students who require the additional support.

Additional sessions for Careers are offered to students to support the transition into Post 16. Sessions include visits from external Colleges and Sixth Forms as well as support with writing applications and personal statements.

## **6. Our approach to teaching pupils with SEN**

All students have an entitlement to a broad, balanced, and relevant curriculum. Henley Bank High School believes that all students with special educational needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. However, where access to the curriculum is impaired by low literacy levels, low working memory skills or other needs, students may be withdrawn from some lessons to provide one to one or small group tuition. These interventions will generally be targeted and time limited.

Teachers are responsible for the progress of all students in their classes, including those with special educational needs. The school also employs a team of Teaching Assistants (TAs) to support students in the classroom by further differentiating the lesson content or providing the appropriate support, prompts or questions to maintain or accelerate academic progress.

The school recognises the importance of the findings by the Education Endowment Fund on Maximizing the Impact of Teaching Assistants (MITA) and any in-class support by a member of the SEND team adheres to their recommendations. This means that we advocate against having a teaching assistant, or other support staff, sit next to a student with an identified SEND, unless this provision is specifically identified in their SEND learning plan. For example, if used as a scribe or a prompt. Class teachers and support staff collaborate closely to ensure that the progress of students with SEND make rapid progress in each curriculum area.

## **7. Adaptations to the curriculum and learning environment**

All Students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on the school website in Key Stage 3 (Years 7, 8 and 9). For students with specific needs there are also targeted withdrawal groups; speech therapy groups, socially thinking groups, mindfulness sessions, homework club as well as targeted literacy and numeracy intervention groups, guided reading groups one to one reading and Maths support using highly qualified intervention teachers. The school uses its daily p0 Tutor Time Reading

Programme to ensure that all students are exposed to high quality texts which leads to improved reading ages and cultural capital. Selected students in years 7,8 and 10, attend daily pre-teaching lessons focusing on English and Maths, preparing them in advance for their next lesson and boosting their confidence and understanding of these core skills.

In Key Stage 4 (Years 10 and 11) all students are enrolled in GCSE and/or equivalent qualifications at Level 2. To allow students to have a tailored curriculum that meets their individual needs a very small number of students may follow a reduced timetable to enable specific support to be provided.

The school has a Personalised Learning Centre (PLC) and a Pastoral office where our Student Support and Pastoral team are based. These provide additional support for students with varying needs. These resources are accessible in both Key Stage 3 and 4. Students may be withdrawn from some lessons to be given access to one to one or small group tuition. These interventions are targeted and time limited. Students can access the PLC at break and lunchtimes which provides a safe and happy environment for students to eat, choose to play chess or one of the other games available, build Lego or simply sit and chat with their friends or one of the members of staff. Members of the SEND team supervise this provision. Breakfast club and our Positive Start group are available daily for our more anxious students in the PLC common room. For these students this provides a routine and calm start to the school day supervised by members of the SEND team.

## **8. Additional support for learning**

Henley Bank High School's SEND team is strategically developed to ensure that there is growing expertise in each of the four broad areas of SEND. We have seven teaching assistants, including one HLTA who are trained to deliver interventions to support students across the broad areas of SEND including, Pixl Code, pre-teaching for English and Maths, our new Connect programme which develops executive skills for children with ADHD or who are on the autistic spectrum as well as mindfulness and emotional resilience. Such interventions are delivered on a 1:1 basis or in small groups depending on individual needs of our students.

There are three highly specialist cognition and learning TA's who work alongside the English and Maths department. The school's HLTA is a literacy and English specialist, she has been joined this year by a qualified primary teacher who focuses on students in KS3. The Maths TA is a qualified Maths teacher who works closely with the Maths team to support students across all year groups. The school has commissioned a specialist Speech therapist to work two days a week to assess and work directly with groups of students. She works closely with our two communication and interaction teaching assistants. Students with coordination and organizational difficulties are supported in a range of practical subjects, including PE, Food Science and DT, by a further member of the team. As a trauma informed school, we have a TA who is Level 4 trauma trained to support students who have experienced Adverse Childhood Experiences (ACE's) as well as a range of mental health difficulties. She works closely with the school counsellor and emotional well-being teacher as well as coordinating the support from external agencies including Young Minds Matter and TIC+ (counselling).

## 9. Expertise and training of staff

The SENDCo has extensive experience of working with students in mainstream schools and has a Master of Education, specialising in supporting students with literacy and language and communication needs. The SENDCo is a specialist assessor qualified to award exam access arrangements. The school employs a highly specialised Speech therapist who is in school two days a week as well as an emotional well-being specialist teacher who is in school two days a week supporting individuals and groups of children who struggle with anxiety and with managing their emotions. For students who require specialist emotional support, the school has a qualified counsellor who is in school two days a week.

All teaching and support staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. Staff attend weekly 'Best Practice' sessions which focus on improving quality first teaching for all students, including those with SEND. Every Monday staff briefing has a SEND focus with the SENDCo sharing a SEND Snapshot highlighting a specific area of need. The SENDCo carries out termly book looks which serve to share strategies for supporting SEND students across the curriculum.

All staff receive personal, regular feedback on improving their classroom practice through the Developmental Drop In process (DDI). This process has proven to rapidly improve the Quality First Teaching (QFT) for students with SEND. In addition to the DDI process for teaching staff, there are regular MITA DDI's led by the SENDCo along with the senior and middle leaders. The focus of these drop ins is to provide regular, on-going advice and support for effective deployment of teaching assistants to further ensure that students with SEND receive the best possible quality first teaching.

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Where the needs of a student require expertise that is not available in the school, Henley Bank High School uses (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Occupational Therapy

(OT) and Advisory Teachers (ATS) on specific areas of special educational need. This is undertaken in full consultation with parents.

We work very closely with external services such as The Children and Young People Services (CYPS) and Gloucestershire's Mental Health Support Team (MHST). The SENDCo meets with a senior mental health practitioner once a month to discuss the needs of any young person who is presenting with poor mental health, including students with anxiety disorder. Our Pastoral team works very closely and seeks the advice of the local authority's Early Help Coordinator who supports referrals to other agencies such as the youth support team to support our students and their families overcome any barriers that may jeopardize our students achieving success. Any referrals or discussions with external professionals are always undertaken in full consultation with parents.

### **10. Securing equipment and facilities**

The SENDCo oversees the SEND budget and commissions services, such as our speech therapist and emotional well-being teacher to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo, for example buying Cricksoftware or reader pens to support identified students in our current year 7.

### **11. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:  
Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after 6-8 weeks using the outcomes specified on Edukey and individual learning plans. Interventions are initially reviewed by the support staff delivering the interventions, and then quality assured by the SENDCo. The school uses Edukey Provision map to clearly identify individual students' needs, their provisions and interventions as well as their learning plans which are reviewed with parents/carers at least three times a year

### **12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Students with special educational needs are actively encouraged to engage in the full range of extra-curricular and our Legacy offer. In addition to the statutory curriculum the school provides a wide range of additional activities including a variety of sports clubs, arts clubs, drama clubs, the KS3 choir and many others. Additionally, there is a Homework Club which is run by Teaching Assistants and targeted to those students who require support with their Independent Study tasks. Year 11 students are able to attend ICT rooms every lunchtime to complete Independent Study Tasks. This is supervised by members of the SLT and other teaching staff, providing additional support for students with SEND. There is a weekly 'Fun Friday' event, open to all students which is proving very popular with all students and provides the opportunities for students across the year groups to mix in a safe and fun environment. There are several opportunities for students to develop their leadership skills. Students with SEND have been selected to represent the school during open evenings; lead parent/student tours; participate in

student voice activities as well as serving on student panels to help inform the important decision of selecting new teaching and support staff.

The school is aware of the duties required of it by the Equalities Act 2010 and follows Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

The Legacy Character Education system facilitates Co-Curricular Clubs for students of all needs. A homework Club will always be provided for students that need the additional support. This Club will be supervised by Teachers and Teaching Assistants to allow for 1:1 support when required.

The independent pathway of the Legacy Colours scheme allows students with special education needs and disabilities to access the Colours system. This will be supported by the SEND department's own recognition of the values and how the SEND team can support students in achieving Ambition, Confidence, Creativity, Determination and Respect.

Funding and support is provided for students with special educational needs and disabilities to access peripatetic instrumental funding. Care is taken to communicate with visiting teachers the needs of the individual students and information on Edukey Passports is shared with staff to support them.

### **13. Support for improving emotional and social development**

Henley Bank High School's Pastoral Team provides a comprehensive range of support. Each student has a form tutor whom they see each day. Students can access further support from their Heads of Year. The SENDCo and SEND Team work closely with the Pastoral Team to support children with social, emotional, and mental health difficulties. The school has developed a SEMH pathway to ensure that any difficulties are identified early so that the most effective level of support is put into place as soon as possible. For additional information about our SEMH offer, please click on the link below.

<https://www.henleybankhighschool.co.uk/page/?title=mental+health+support&pid=260>

The school is a very calm environment because of the clear routines and structures in place across the school. The school's behaviour policy provides consistent, clear boundaries which support the learning of all students, especially those with SEND. All students removed from a lesson following clear and specific warnings spend the equivalent of a day in the APC. For some students with SEND, reasonable adjustments are made, these may include spending some of their APC period in the PLC area or supported by members of the SEND team.

The SENDCo meets with the Head Teacher and AHT Behaviour and Attendance every week to discuss the needs of our more vulnerable children and to coordinate the support and intervention needed to be put into place. In addition, a member of the SEND team meets with the APC manager each week to discuss individuals who have been removed from their lessons and to put additional support in place as necessary to support an individual or a group of students.

The school's weekly assembly programme reflects social, moral, spiritual and cultural aspects of learning. All students have access to CRS (Citizenship, Religion in Society) and PCSHE (Personal, Citizenship, Social and Health Education) lessons. The school has anti-bullying and positive behaviour policies.

The Legacy system trains students in Student Leadership to allow all students to have a voice. The ability for students to report and request things of Student Leadership can do so anonymously to allow students voice their opinions.

The Legacy Co-Curricular program delivers Clubs such as Pride, Sport, Arts and the Wellbeing Garden. These Clubs provide an opportunity to work alongside staff and peers in a way that can help improve and support their emotional and social developments.

#### **14. Working with other agencies**

Where the needs of a student require expertise that is not available in the school, Henley Bank High School uses (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Occupational Therapy (OT) and Advisory Teachers (ATS) on specific areas of special educational need. This is undertaken in full consultation with parents.

We work very closely with external services such as The Children and Young People Services (CYPS) and Gloucestershire's Mental Health Support Team (MHST). The SENDCo meets with a senior mental health practitioner once a month to discuss the needs of any young person who is presenting with poor mental health, including students with anxiety disorder. Our Pastoral team works very closely and seeks the advice of the local authority's Early Help Coordinator who supports referrals to other agencies such as the youth support team to support our students and their families overcome any barriers that may jeopardize our students achieving success. At times it maybe necessary to refer to Children's services and take a multi-agency approach to support the holistic needs of a child. Other services that may be referred to are the outcome coordinators and other members of the local authority Inclusion team to ensure the best outcomes for the child and their family. Any referrals or discussions with external professionals are always undertaken in full consultation with parents.

#### **15. Complaints about SEN provision**

Where a concern exists, students or their parents should raise it with our SENDCo in the first instance. If the SENDCo is unable to resolve the concern satisfactorily, it should be referred to the Head Teacher

If the Head Teacher is unable to resolve the concern, students or their parents should follow the schools Complaints Procedure which can be found on the school's website.

As a school we signpost independent and free advice. SENDIASS is a support group facilitated by Gloucestershire Local Authority which works on behalf of parents and students. They can be contacted via [www.sendiassglos.org.uk](http://www.sendiassglos.org.uk) or 0800 158 3603.

##### **1. The local authority local offer**

The Local Offer can be found on our website:

[www.henleybankhighschool.co.uk](http://www.henleybankhighschool.co.uk)

The Local Authority's Local Offer can be found on their website

[www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk) or

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>