



## Willow Fields Primary School SEND Information Report

**Please read this information report in conjunction with our SEND, Behaviour and Inclusion policies which can be found on our website.**

Willow Fields Community Primary School is a fully inclusive school, which ensures that all pupils achieve their potential – personally, socially, emotionally, physically and educationally. This is completed through various means, the most important being through the delivery of quality first teaching. However, at times children need additional support with their learning and emotions and this information report aims to outline how school will support and work with parents to ensure that children achieve the best outcomes and fulfil their potential.

We have a SEND team in school made up of the following members of staff –

- Warren Dawson – Assistant Head and SENDco
- Kirsten Hunter – SENDco
- Elizabeth Mather – Well-being and Family worker
- Angela Price – Educational Psychologist

They can be contacted on 0191 5491509 or via email [office@willowfieldsprimary.org.uk](mailto:office@willowfieldsprimary.org.uk)

Our information report informs you of how we support pupils with special educational needs and disabilities.

### **What Is The Definition Of Special Educational Needs and Disabilities?**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he/ she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For children aged two or more, special educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

### **Admissions**

The Governing Board believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. Willow Fields Community Primary School follows the admissions procedure of Sunderland City Council.

### **How Will We Approach The Teaching of Children With SEND In School?**

Children in school are taught a curriculum in line with National Curriculum expectations for the Early Years (EYFS), Key Stage 1 or Key Stage 2. However, progress is tracked from children's individual starting points across the key stages as the age related expectation may not be accessible for the child. School works through Bands which demonstrate the skill to be taught at each stage and where a child isn't working at the correct Age Related Expectation, a modified and differentiated curriculum is provided for them so that they have the correct scaffolds and supports to enable them to make progress. Where needed, children are further supported to access the curriculum through pre and post teaching sessions with support assistants and through the provision of tracked interventions. More specific targets are put in place for children with SEND through Support Plans where outcomes are derived from the SEND Ranges Document.



Where children access interventions in small groups outside of the classroom, we consider the subjects the children may be missing and arrange the timetable for interventions to ensure that all children access a Broad and Balanced curriculum and therefore they will not miss the same lessons each week. These interventions will indicate the entry and exit data for the children and will be carefully tracked by the SENDco's to track progress and to indicate if further intervention or involvement with external agencies will be required.

SENDco's will monitor books, conduct learning walks, assess any necessary adaptations to the learning environment and collect child's views to further review and strengthen provision. Parental views and discussions with teachers and support staff will also be undertaken as part of the curriculum planning process.

Wherever possible, we also seek opportunities for children with SEND to access competitions and events where they can participate with children with similar needs.

### **How Do We Identify Children With Special Educational Needs In School?**

Identifying a child as having special educational needs is not a simple process and we promise to involve parents and carers during this process. When a pupil is identified as having special educational needs, we support their development and progress by -








- 1 • Using assessments / observations and other information to identify individual needs. Quality First Teaching in place and progress is monitored by the class teacher.
- 2 • Any needs or concerns are identified and Initial Concern form is completed and discussed with the SENDco and parents and a monitoring period agreed depending on the child's needs.
- 3 • Class teacher meets with a member of the Senior Leadership Team at pupil progress meetings to further monitor progress.
- 4 • Identified pupils are regularly discussed with the SENDco and SENDco to undertake regular monitoring activities to monitor provision e.g. observations, learning walks and book scrutiny.
- 5 • Parents are informed, concerns shared and views collated.
- 6 • Pupil is placed on the provision map and a Personal Support Plan written with clear outcomes linked to the Ranges document. These will be reviewed termly or half termly and outcomes shared with parents.
- 7 • Appropriate provision is put in place and monitored e.g. intervention, support in class, small group withdrawal etc.
- 8 • Pupil progress continues to be monitored via open evenings, SEND Drop In sessions and SEND reviews with parents.
- 9 • External agencies invited to become involved e.g. Educational Psychologist, Speech and Language (SALT), Autism Outreach (AOT), Language and Learning, CAHMS, CYPS etc.
- 10 • Regular review meetings are held to share the views of professionals and to gather parental and child views.
- 11 • Consideration of and potential application for an Education Health and Care Plan (EHP).



### **How Will My Child's Need Be Tracked?**

In 2019, Together for Children released their SEND Ranges which highlights the difficulties a child with SEND may face in school through their presenting behaviours. In addition to this, it outlines the support that a child may need and have access to, based on their individual needs, as well as how to effectively assess and monitor children across the Ranges. The SEND Range descriptors are based on the four areas of the SEND Code of Practice (2014/15) and on the 'golden thread' of the graduated approach – of assess, plan, do and review. Key members of staff at Willow Fields Community Primary School have received training directly from Together for Children and then disseminated through regular staff meetings to all teaching and support staff to ensure all staff are working within the Ranges to support our children.

There are 7 levels of need within the Ranges and each level is used within our school to provide all of the children who are on the SEND register with the correct level of support and intervention.

|   |   |
|---|---|
|  | Range 1 – Mild Need – Universal mainstream  |
|  | Range 2 – Mild to Moderate Need – Universal/Targeted mainstream   |
|  | Range 3 – Moderate Need – Targeted mainstream   |
|  | Range 4 – Significant Need - Targeted/Specialist either in mainstream or specialist additional resource |
|  | Range 5 – Severe - Specialist Resource/ Special School / Specialist College                             |
|  | Range 6 – Profound - Special School / Specialist College  |
|  | Range 7 – Highly Specialist Provision possibly 24 hours   |

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

In the first instance this will be your child's class teacher. They are responsible for:

- Developing a relationship with your child to understand any needs
- The delivery of quality first teaching
- Checking on the progress of your child
- Identifying, planning and delivering any additional help your child may need (this could include targeted work, a modified curriculum, additional support, modified resources, additional help in class etc)
- Inform the Special Education Needs/Disabilities Coordinator (SENDCo) as necessary
- Writing Personalised Provision Plan outcomes using the SEND Ranges document and liaising with the SENDCo's in school
- Moderating Support Plans in staff meetings
- Attending all identified CPD for SEND
- Sharing and reviewing Support Plans with parents at least once each term and planning for the next term.
- Ensuring personalised teaching and learning for your child as identified on the school's provision map.

The school SENDCo's – (Warren Dawson and Kirsten Hunter) are responsible for:

- The day-to-day running of the SEND policy in conjunction with the headteacher
- Liaison with and advising all staff members, teaching and non-teaching
- Maintaining the Special Educational Needs Register
- Co-ordinating the provision for children with Special Educational Needs
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Educational Needs
- Contributing to in-service training for staff
- Liaison with outside support services, agencies and voluntary bodies, including the School Medical Service, the Educational Psychology service, Speech and Language Support, Education Welfare Service, Social Services, Occupational Therapy, Children and Family Teams (e.g. early Help), Traveller education Service etc
- Assisting class teachers to draw up individual Support Plans in consultation with other staff members (e.g. EAL teachers) and parents where appropriate



- Maintaining close links with all parents of children with Special Educational Needs
- Co-ordinating and attending annual reviews for children with EHCPs
- Liaising closely with the headteacher
- The day-to-day running of the SEND support timetable and interventions
- Ensuring appropriate withdrawal provision for children with SEND
- Assessing, monitoring and record keeping for children with SEND
- Liaison with outside services, agencies and voluntary bodies
- Working with Together for Children representatives to review SEND provision

The Headteacher Lindsay Robertson is responsible for:

- Making sure that the necessary additional support is in place for any child who attends the school, who has SEND
- Ensuring financial provision for children with SEND is tracked and recorded
- Planning for staff to receive regular CPD re SEND
- Keeping the governing body informed about SEND and the progress of children with SEND in school
- Supporting children who are LAC and have SEND through the writing of detailed Provision Plans which are linked to targets identified on EPEPs.

The Governing body are responsible for:

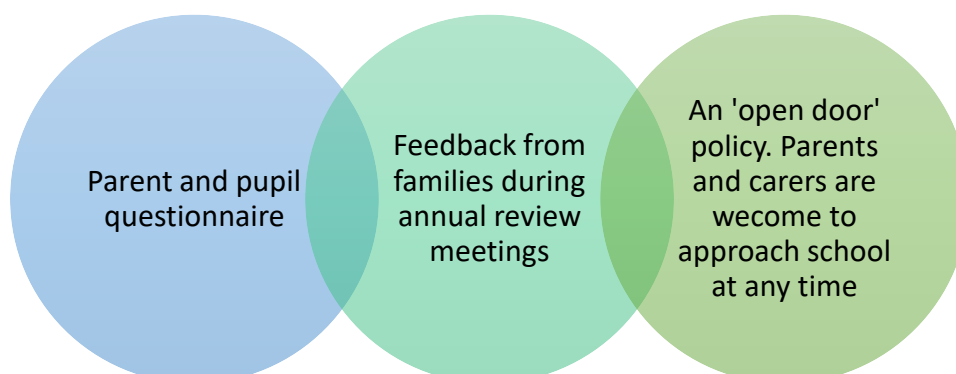
- Ensuring appropriate provision is made for every child with SEND
- Providing access to parents on the school's policy for children with SEND
- Ensuring all children, including those with SEND, have access to a broad and balanced curriculum which is appropriately differentiated
- Appointing a representative of the Governing Board to oversee SEND provision
- Ensuring that pupils with SEND are fully involved in all school activities
- Ensuring representatives of the governing body are fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy including the allocation of resources from the school's devolved and delegated budget

### **What could happen?**

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **How Will We Consult With Parents and Involve You In Your Child's Education?**

We aim to support all pupils with special educational needs and disabilities – as well as their families. Parent and pupil views are very important to us; these are collected in the following ways:





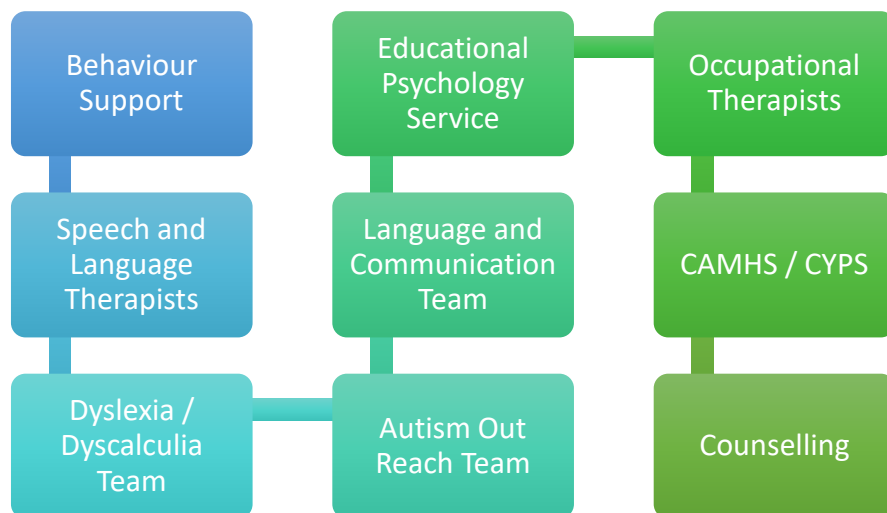
### **How Will We Consult With Our Young Children?**

Our children will be involved in their education and the SEND process at every stage. Their views and voice are paramount and central to the process. This will be collected in the following ways-

- Invited to complete child view questionnaires
- Invited to share their work and their views with staff during monitoring activities
- Join in with discussions about the support that they have available to them in class and express how these are working / what else they need
- Invited to review meetings so share their views
- Discussions with outside agencies as part of interventions and support delivery
- As part of the EHCP process

### **How Will We Work With Outside Agencies?**

At Willow Fields Primary School, we believe that a collaborative approach is vital in order to achieve the best outcomes for children. External agencies will become involved when staff and parents are in agreement that further exploration and assessment of need is required. External agencies providing services to children with a special educational need or disability will include (but are not exhaustive of the following):



These agencies will be invited into school to complete observations and assessments of your child. From their visit, a report will be written and shared with both school and yourself. The report will outline-

- What has been observed
- An overview of their meeting with your child
- The outcomes of any assessments that have been completed
- Next steps for your child
- Guidance for school and parents re what support needs to be in place for your child
- Information re any packages of support to be delivered either within a specialist setting, at home or in school
- Information re any follow up appointments to be attended
- Dates for future review
- They will close the case as no further action is needed

### **What are the different types of support available for children with SEN in our school?**

- Class teachers have the highest possible expectations for your child and all pupils in their class
- Teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class



- Specific strategies are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

| Communication and Interaction Needs  | Support Available within School  |
|--|--|
| E.g.<br>* Autistic Spectrum Disorders<br>* Speech, Language and Communication needs<br>* Social Communication difficulties | <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Areas of low distraction</li> <li>- Support / supervision at unstructured times of the day</li> <li>- Friendship programme and nurture groups</li> <li>- Small group work to improve skills</li> <li>- ICT to support learning</li> <li>- Ear defenders</li> <li>- Strategies and programmes to support speech and language development</li> <li>- Strategies to reduce anxiety / promote emotional well-being</li> <li>- Where appropriate we will use support and advice from external agencies to meet the needs of pupils</li> <li>- Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>- Differentiated curriculum and resources</li> </ul> |

| Cognition and Learning Needs             | Support Available within School   |
|--|---|
| E.g.<br>* Moderate Learning Difficulties | <ul style="list-style-type: none"> <li>- Strategies to promote / develop literacy and numeracy</li> <li>- Provision to support access to the curriculum and to develop independent learning</li> <li>- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas i.e. reading skills</li> <li>- ICT used to reduce barriers to learning where possible</li> <li>- Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to</li> <li>- Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process</li> <li>- Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>- Differentiated curriculum and resources</li> </ul> |

| Social, Mental and Emotional Health   | Support Available within School  |
|---|--|
| E.g.<br>* Behavioural needs<br>* Social needs<br>* Mental Health Needs<br>* Emotional Health and Well-being | <ul style="list-style-type: none"> <li>- Full time well-being and family worker who is training to be a school counsellor.</li> <li>- Our ethos values all pupils</li> <li>- Behaviour management systems encourage pupils to make positive decisions about behavioural choices</li> <li>- The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions</li> </ul> |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>- We provide pastoral care for all pupils</li> <li>- Support and advice is sought from external agencies to support pupils where appropriate</li> <li>- Individual behaviour plans are written</li> <li>- Small group programmes are used to improve social skills and help them to deal more effectively with stressful situations</li> <li>- Outdoor learning is used to offer a different approach to the curriculum</li> <li>- There is a nurture group to support pupils</li> <li>- Information and support is available within school for behavioural, emotional and social needs</li> </ul> |
|--|---|

| Sensory and Physical Needs  | Support Available within School  |
|---|--|
| E.g.<br>* Hearing / visual impairment<br>* Multi-sensory impairment<br>* Physical and Medical needs | <ul style="list-style-type: none"> <li>- Advice and support is sought from external agencies to support pupils where appropriate</li> <li>- ICT is used to increase access to the curriculum</li> <li>- Support to access the curriculum and to develop independent learning</li> <li>- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</li> <li>- Access to medical interventions and specialist training</li> <li>- Access to programmes to support occupational therapy and physiotherapy</li> <li>- Support with personal care if and when needed</li> <li>- Staff training to ensure understanding of the impact of a sensory need upon teaching and learning</li> <li>- Staff fully trained and understand and apply the administration of medicine policy</li> <li>- The SENDCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>- Care plans are written to raise awareness and ensure staff are vigilant</li> <li>- Entrances to the school allow wheelchair access plus disabled toilets and facilities</li> </ul> |

**Local Authority Provision delivered in school includes (but is not exhaustive of) the following:**

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Health Provision delivered in school
- Language and Learning
- Speech and Language
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)



CYPS  
KS1 and KS2 Behaviour Teams  
EAL team

### **How Will Teaching Be Adapted For My Child?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met
- Support staff, under the direction of the class teacher, will support the needs of your child
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **What Support Is Available For Children's Social And Emotional Needs?**

Willow Fields Community Primary School has a Well-being and Family worker in place to support children and families with SEMH (Social and Emotional Mental Health). Elizabeth Mather is employed in this role and she has a wealth of experience; previously working as part of the Key Stage 2 Behaviour Team for Together for Children as well as being experienced in delivering programmes such as Relax Kids, Incredible Years; she is currently training to be a counsellor and is a qualified Mental Health First Aider. Miss Mather has experience of submitting referrals to CYPS and CAMHS as well as other external agencies involved in supporting children and their families.

The children in school have access to Miss Mather throughout the day and she is available at all break and lunchtimes too. She delivers programmes to support emotional and mental health, as well as friendships and bereavement, and also completes 1-1 work with children.

Miss Mather observes in classes to ensure that all possible strategies are being employed in class to support learning and also reflects on the use of the learning environment to support children in their learning.

Miss Mather is fully trained in the application of SEND Ranges and is able to support teaching staff in ensuring that provision is targeted and effective in supporting children with additional needs in school. She is also a designated person for safeguarding in school and works closely with the headteacher to ensure children in school are safe and all necessary actions are taken to protect children; especially the most vulnerable in school.

Miss Mather has also worked with parents and children to raise self-esteem through the use of communication and positivity books and she is available to speak to parents throughout the day too. She is working with the Well-being team in school with the hope of achieving the Mental Health Charter Mark.

### **How Is Willow Fields Community Primary School Accessible To Children With SEND?**

The building is accessible to all via a range of entrances and exits

There is an adapted toilet for disabled users

Doors throughout the building are double doors to allow for wheelchair access

Consideration is given when purchasing equipment to ensure that it is accessible to all children regardless of their needs

Extra-curricular activities are accessible for children with SEND

We have a number of paediatric first aiders who are also trained to administer medicines

### **What Happens If Your Child's Needs Are Complex?**

If needs are complex and additional structures and support is needed to enable effective learning to happen, an Education, Health and Care Plan (EHCP) may be applied for. This type of support is available for children whose learning needs are, severe, complex and lifelong. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean that the following would happen:

- The school (or yourself) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

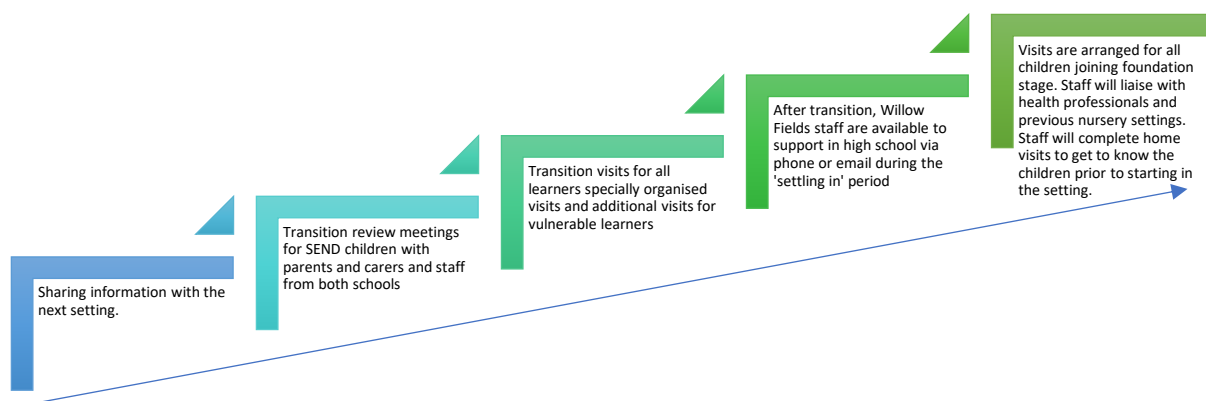




- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you gathered at the initial EHCP meeting), the professionals will decide whether they think your child's needs are complex and warrant a statutory assessment. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline long and short-term goals for your child; Including PFA outcomes (Preparation For Adulthood)
- The EHCP may come with additional funding which may provide additional equipment or in some cases an additional adult may be employed to support your child with whole class learning, run individual programmes for your child or run small groups which include your child. It may be that your child would be offered a place in an alternative provision which is an educational setting that is best suited to their need. Our SENDco's and staff will work closely with the identified provision, your child and yourself to ensure a smooth transition.

### **Transition -How will we support your child when they are leaving this school or moving on to another class?**

We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and co-ordinated planning of the transition. We provide the following support to pupils when they are leaving our school:



If your child is moving to another school we will complete the following actions to support them in their move.

- We will contact the school SENDco and ensure they know about any special arrangements or support that need to be made for your child and any adaptations needed to the physical environment
- We will make sure that all records about your child are passed on as soon as possible to give the receiving school time to read the information provided and ask any questions
- We will work with the school SENDco to understand the needs of the child, what is in place already, what has worked and any identified next steps

When moving classes within school:

- Staff meeting time will be given for transition meetings to be held between staff



- Information will be passed on to the new class teacher in advance of the meeting with the new teacher
- Support Plans will be shared with the new teacher and the next plan written by the current teacher to allow time for the new teacher to become familiar with the child and their needs before they need to write the next plan
- Children will all complete transition work each year through PSHE lessons to support them to understand the process
- All children will have the opportunity to 'Meet The Teacher' prior to them moving to the class e.g. completing a day in their class etc
- Where possible, support staff will move with the class to ensure continuity
- Staff are encouraged to have specific information in their classrooms to ensure transition isn't difficult for the children e.g. visual timetables etc
- If your child would be helped by a book to support them to understand moving on then it will be made for them
- Well-being and Family worker will support children in the transition process by talking to them in small groups / maintaining positivity books etc

In Year 6:

- Warren Dawson (SENDCo and Year 6 Teacher) will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will visit their new school on several occasions
- Staff from the new school will be encouraged to visit your child in this school to see how the teaching is being adapted currently for your child.

### **How Will Your Child Be Supported For Adulthood?**

Alongside the Ranges and the outcomes that children are given, children will also be working through the Preparing for Adulthood (PFA) outcomes: Employability/Education, Independence, Community Participation and Health. These outcomes are to ensure that all children, regardless of any SEND needs, are supported from an early age, throughout both primary and secondary school, to provide them with the necessary skills required to live a successful life as an adult.

### **Staff Training**

We believe that every teacher is a teacher of every child and each teacher at Willow Fields Primary School is committed to providing an adaptable, inclusive learning environment. Therefore, staff receive regular SEND training from a range of agencies and are all fully trained in identifying ACES (adverse childhood experiences) and in using the SEND Ranges to identify specific needs and to enhance provision in school. They have also received significant training from CYPS and the Autism Outreach Team through Columbia Grange. Staff can also access the CAMH's training offer and can also access training through Together for Children via the Sunderland Traded Services Website. We encourage our governors to also access the training on offer so that they are skilled to support staff in school and have an understanding of SEND processes.

All staff have completed, and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of practice and promote a pro-active approach to our own development needs. Our SENDco's are proactive in identifying and securing training opportunities; both face-to-face and virtually to further enhance staff expertise.

Our SENDCo provides advice and guidance to staff and is available to consult with parents and carers wherever appropriate.

### **How Will We Evaluate The Effectiveness Of Our Provision?**

The SENDco's are responsible for overseeing SEND provision in school. They will be involved in a range of monitoring activities such as book scrutiny, learning walks, observations and gathering parent and child views.



Feedback from monitoring activities will be shared with staff members in a timely manner and SENDco's will go back to ensure that actions have been addressed.

In staff meetings, teachers will be involved in training re writing specific outcomes and Support Plans containing these targets will be moderated amongst staff to ensure that they are specific and written to the Ranges document.

The SENDco will work with governors to write an annual report to governors which evaluates performance across the year. This, along with termly headteachers reports, includes data which is scrutinised at half termly School Improvement Committee meetings with governors. Warren Dawson as SENDco, attends these meetings where, alongside the headteacher, the progress of specific groups (including children with SEND) is challenged.

School will also work with School Improvement Officers from Together for Children and other agencies, such as Ofsted, to report on and review SEND processes in school.

### **Further Information**

Our behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs and disabilities.

Other useful documents such as our Special Educational Needs Policy, Inclusion Policy, Accessibility Plan and Single Equality Action Plan are also available on our website.

All school related activities are evaluated in terms of their benefit to the learning and inclusion of all pupils with special educational needs and disabilities.

If you would like further information about what we offer at Willow Fields Primary School then please contact our SENDCo's Warren Dawson and Kirsten Hunter on 0191 5491509

Together for Children's Local Offer can be found at

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>

### **SEND Complaints Procedures**

If you have any concern about your child's special educational needs or disability, their progress or the support you receive, we would ask that you come into school to discuss matters further with your child's class teacher in the first instance. Our policy is to make sure that every opportunity is made available for parents and carers to remedy any concerns they may have as soon as possible. Parents and staff to work together to support children's learning. However, there may be times when parents remain unhappy with the nature of the provision available to their child. In this case we ask parents to follow this procedure:

- Discuss any concerns with the class teacher in the first instance.
- If the parent remains unhappy concerns should be raised with the Assistant Head / SENDCO Warren Dawson or SENDCO Kirsten Hunter. For specific SEMH issues parents may also wish to contact the Well-being and family worker Elizabeth Mather. All can be contacted at school on 0191 5491509 or via the office email address [office@willowfieldsprimary.org.uk](mailto:office@willowfieldsprimary.org.uk)
- If the complaint remains, a meeting with the Headteacher and SENDCO may be arranged.
- If the complaint remains unresolved following the meeting; a letter of concern may be sent to the Chair of Governors Councillor Paul Stewart via the school office.

We expect all members of school staff to handle complaints sensitively and listen and respond to parents appropriately.



Although school's complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers. If you feel that you have a concern, please refer to our SEND complaints procedure as outlined above.

Review Date: November 2021