



THE MEAD EDUCATIONAL TRUST

Special Educational Needs & Disabilities (SEND) Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Abbey Mead Primary Academy

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Context

This policy pays due regard to;

- **The SEND Code of Practice: 0 to 25 years, July 2014**
- **Part 3 of the Children and Families Act 2014 and associated regulations**

Principal : **Gary Aldred**

Inclusion Leader and

SENCO: **Bharti Jansari**

Safeguarding academy
councilor:

Ben Burpitt

0116 2661809

Contact details: office@abbey-tmet.uk

Special Educational Needs and Disability (SEND) Policy

This policy outlines Abbey Mead Primary Academy's offer of inclusive practice for all its children, irrespective of differing needs. It complies with The Equality Act 2010 and SEND Code of Practice contained in the Children and Families Act 2014 and its associated regulations which also include:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014

It aims to ensure inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

Abbey Mead is proud to be an inclusive school, valuing the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and wellbeing of all our children matter and are celebrated.

SEND

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' Children may have more than one area of SEND.

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)

The SEND Code of Practice outlines two categories of need;

- SEN need. This replaces school action and school action plus
- Education, Health and Care plan. This replaces SEN statement.

Abbey Mead Primary Academy endeavors to arrange provision appropriate for any pupil who has special educational needs or disabilities. We are continuously providing training so that all staff in the school are able to identify and provide support for those pupils who have special educational needs or disabilities and to allow pupils with SEND to join in all the activities of the school; some activities may have to be adapted or alternative provision arranged according to individual needs. We will make every effort to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

- **All teachers are teachers of Special Educational Needs.**
- **Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**
- **All SEND paperwork will be completed and up to date with the child's identified needs and support which is in place for their continued progress.**

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

The current challenges faced by children and especially those with SEND include;

- Loss of routine
- Loss of structure
- Loss of friendship
- Loss of opportunity
- Loss of freedom

These could all lead to regression, loss of basic learning, loss of language skills, loss of social interaction, mental distress and reduction of physical co-ordination and stamina.

Therefore, Abbey Mead Primary Academy's priority will be to challenge 'Lockdown anxiety' and provide the structure and systems to channel resilience, confidence and physical strength and stamina.

We will continue to develop and support SEND children,

- To build relationships again with their peers and the adults in school
- Continue our work started during the lockdown period to engage, listen and understand the children and their parents needs.
- By observation and listening we will look for gaps and prioritize and plan the support

they require to re-build their self-esteem and confidence

- Plan for them to communicate their experience and feelings in scaffolded opportunities

We will do this by;

- Use of character muscles to strengthen and encourage the development of confidence, communication and resilience.
- Use of Relationships, Health and Sex Education modules to build Mental Health Being, Respective Relationships and Health and Prevention.
- The Solihull Approach model
- Providing opportunities to express their feelings and experiences through the use of appropriate resources matched to their needs
- Working with the parents to understand their children's needs and to model and use strategies which will support recovery from the lockdown experience.
- Seek specialist agency advice for specific need

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her: namely provision **which is additional to or different from** that normally available through high quality teaching and a suitably differentiated curriculum. Abbey Mead Primary Academy regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Abbey Mead Primary Academy will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need and Disability

Under the SEND Code of Practice 2014, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Type of SEND	Type of Provision
Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)	We identify a pupil's areas of need and consult with specialists for the most appropriate strategy or programme to support their progress.
Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)	Initially, by careful observation, assessment, record keeping and consultation with parents and staff, we identify specific needs and determine the best supportive strategy or programme. If pupil progress is not augmented, then specialist advice will be sought for further support or assessment.
Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)	We carefully monitor the pupil's behaviour to gain insight into their emotional state and the behaviours they show. Information gathering meetings with parents and all adults involved in a child's life are used to identify the possible cause and a course of supportive action identified. Specialist advice and/or a referral to the appropriate specialist agency may be made.
Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)	<p>These needs are identified when pupils receive a place at Abbey Mead Primary Academy via parents meeting with the admin staff. Any concerns are shared with the SENDCo and more detailed information is obtained from the parents and specialist agencies if appropriate. Support /Care plans are devised and shared with parents and all school staff involved in the care/teaching of the pupil. Parents are directed to specialist agencies; including the school nurse service, for any support they require or will benefit in providing the best care for their child.</p> <p>We at Abbey Mead Primary Academy work closely with specialist agencies to provide the appropriate support for all the pupils who have any special need.</p>

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide quality first teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will provide gathered information and discuss this with both the SENCO and parents. A period of close monitoring will follow, with specific advice given by the SENCo, along with in-school assessments where appropriate. A range of assessment tools and materials are used in our school. A meeting will be organised with parents, class teacher and SENCo to discuss whether the child should be placed onto the SEN register.

Following placement on the SEN register, in some cases it may be necessary to seek assessment by, or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;

Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do, Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. Along with this, class teachers will share the **Review of Progress of Children on the Pupil Outcomes plan** every term at a meeting with parents. For some children, it may be appropriate to organise regular meetings with the SENCo alongside these other meetings.

Along with SEND support, there are two other levels on the SEN register. The overwhelming majority of children will be classified as **SEND support**, however there are also **School Contract** and **Educational Health Care Plans (EHCPs)**. The school will raise certain children to **School Contracts** if it is felt that a regular meeting drawing together advice from certain agencies would benefit the pupil's progression and development. The reports from the termly **School Contract** meetings are sent directly to the **Special Education Service of Leicester Local Authority**. For a small number of children, it may be appropriate to consider **Statutory Assessment** which will lead to an **Educational Health Care Plan**, these are discussed further later in this policy.

Abbey Mead Primary Academy's approach to teaching pupils with SEND:

Throughout the year, staff teams across the school assess children's progress and arrange appropriate interventions to further support and accelerate progress where required. The SENDCo keeps in regular contact with the teaching teams to monitor children's progress and the success of intervention strategies by meeting each teacher on a termly basis as well as informally. Meetings with parents are arranged throughout the year to discuss their child's needs and the steps required to support their progress further through working collaboratively. Advice and support are provided to parents so that they can best support their child's progress at home. The SENDCo also monitors closely the progress of the children on the SEND Register and supports teachers in implementing additional and specialised provision required by them.

What expertise and training of staff do Abbey Mead Primary Academy provide to support pupils with SEN

Staff

Our training needs are identified in the Abbey Mead Primary Academy development plan on a whole school level and are driven by the needs of pupils (eg. AET1 Training). In addition, staff undertake specific and bespoke training wherever individual needs are identified in order to support both individual pupils and specific groups (Fun time, Speech & Language, SEMH, EP advice).

Depending upon the purpose of training, it is arranged for all staff as well as year groups, classes and individuals.

What support services are available?

We endeavour to work closely with specialist agencies to obtain the best possible support and outcome for the pupils, parents and staff. Planning meetings with the SENDCo and specialist agencies are used to arrange advice, input and special agency joint working for the pupils who have additional needs. In addition, advice and support from specialist agencies is obtained as and when required outside of planned and scheduled work.

Abbey Mead Primary Academy can help to find services for children and young people with SEND up to the age of 25. You can also start finding services by searching on this website.

In addition to helping you find services, the Leicester City Local Offer:

- helps you understand what schools and service providers are required to do for SEND children and young people
- helps the parents and carers of young people with SEND find support for themselves
- clarifies who is responsible for services for SEND children and young people
- gives you the information you need to ensure your SEND child can thrive

Click here <https://mychoice.leicester.gov.uk> and <https://families.leicester.gov.uk/send-local-offer/>

How does Abbey Mead Primary Academy adapt the curriculum and learning environment for pupils with SEND?

The RB2L (removing barriers to learning) ambassadors aim to support children in their well-being and encourage a positive outlook. This involves ensuring all children receive the support and individualised provision they require to achieve their potential. Children and families are also supported in overcoming barriers which prevent children from learning. Another aspect of this role is ensuring the safety and wellbeing of all pupils at Abbey Mead Primary Academy.

Teachers are well versed in making adaptations to the National Curriculum objectives to support the needs of pupils in their classes. This adaptation is provided in a number of ways; including through differentiation, scaffolding of key concepts, additional adult support and taking account of the cognitive independence and ability of children. Where teachers require additional support with this, they are able to work alongside experienced colleagues and the SENDCo to seek further guidance.

Abbey Mead Primary Academy's grounds are expansive and offer a vibrant and safe learning environment. Our building is set out over three floors and includes enrichment spaces and intervention rooms which offer flexibility to learning environments. Where appropriate, children are able to work in smaller, less stimulating rooms to best support their needs. In addition, the school has developed specialised intervention environments to meet the needs of pupils with additional needs; specifically, pupils with ASD.

Developments to our external grounds have been carefully designed and considered to promote inclusive practices and recent developments have been undertaken to promote greater accessibility (Edible Playground, Daily Mile Track)

Education, Health and Care Plans (EHCP)

The majority of children with SEN or disabilities can have their needs met within the schools SEND arrangements. However, some children may have complex needs and enduring special needs which will require longer term support arrangements and /or placement in settings which may be able to provide and meet the child's specific needs. This can be within a mainstream school, a Designated specialist provision attached to a mainstream school or a special school.

Abbey Mead Primary Academy regularly monitors the provision it offers for meeting the needs of the children on the Special Educational Needs register and continuously looks at steps it can take to improve and expand the delivery of support it can provide for SEND children.

If during our monitoring we observe that there is need for additional specialist support, we discuss our concerns with parents and make referrals for specialist advice. If the expert advice also indicates that more specialist and enduring provision is required the school considers the need for an EHCP.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND code of Practice 2015

The school collects all relevant information; from the school placement, medical information (community paediatrician, Physiotherapist, Occupational therapist, hospital records, Speech and Language therapy etc.), specialist agency (Educational Psychologists, SEND support services etc.) and from previous placements. A request is made to the LEA, who will decide if the request is to be accepted.

Once the LEA agree the process it will collect the information below to devise a draft EHCP;

- collect and record the views interests and aspirations of the parents and child
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

Once the draft plan is agreed and updated with all those involved it will go to a panel who will decide whether the plan is will meet the child's needs, including the type of provision which would be required.

If the child is moving to another placement, the SENDCo will work with the new placement to plan transition arrangements. This may include the new teacher/adult visiting the child in school, the child and parents visiting the new setting, the child spending time in the new setting with an adult from school.

If the child is to stay in the school an implementation meeting is held with everyone contributing to the plan as well as the parents. This meeting will agree the targets which will be followed until the review meeting. The plan is reviewed on a yearly basis.

What are the admission arrangements for pupils with SEND at Abbey Mead Primary Academy?

Abbey Mead Primary Academy is its own admissions authority and; as such, is responsible for setting the criteria for admission and their interpretation; however, at all times it will act in accordance with the School Admissions Code published by the Department for Education. The Academy has decided to remain

part of the Leicester City admissions process and, therefore, the local authority administers all admissions to the Academy. All parents wishing to apply for a place at the Academy should do so via Leicester City Council, the address of which is on their website.

What facilities are provided to assist access to the academy?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

https://www.abbey-tmet.uk/wp-content/uploads/2019/10/TMET-Admissions-Policy_2021-onwards_AMPA.pdf

Please see our Accessibility policy (link above) which provides information about how we are improving the physical environment as well as all learning opportunities for the purpose of increasing the extent to which pupils with SEND are able to take advantage of education, facilities and services provided or offered by the academy.

We use advice and recommendations from specialist agencies to provide the detailed information about how equipment and facilities to support children and young people with special educational needs will be secured.

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

Pupils with SEND (special educational needs or disability) are given equal access to the curriculum. As part of our whole school training programme, teachers and teaching assistants are developing the necessary skills to teach pupils with a variety of needs. Classrooms are organised to promote equal access for all pupils; lessons provide opportunities for all pupils to achieve; and are responsive to pupil diversity and disability. Lessons involve working individually, in pairs, in groups and whole class. All pupils are encouraged to take part in music, drama and physical activities and adaptations are made where required to support this.

We are developing greater access to computer technology which is appropriate for students with SEND.

How does Abbey Mead Primary Academy consult parents of children with SEND and involve them in their child's education?

All parents are kept informed of their child's progress during parents' evenings, end of year reports and through termly discussions for children on our SEND register. Meetings are also arranged as and when required to discuss children's needs with parents: to share information, obtain their views and involve them in the support plan for their child. The teachers and SENDCo regularly discuss with parents informally how their children are progressing and additional practices which will best support them. Where appropriate, specialist agencies are invited to meetings for children with SEND and are able to give greater guidance and support around identified needs.

How does Abbey Mead Primary Academy consult pupils with SEND and involve them in their education?

All children in the school are involved in setting their learning targets. We differentiate our communication and approach to allow all children with specific needs to participate within their ability on their learning journey and give them an opportunity to comment/make their views known.

How does Abbey Mead Primary Academy involve other bodies; including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of pupils and supporting their families?

Referrals are made to health, SALT and social care bodies when families and pupils would benefit from greater support with medical needs, speech and language, emotional and social literacy, to name a few. Contact is made with GPs by the SENDCo when medical referrals are required and work is undertaken to provide all necessary assessments and observations. When particular support is required, the SENDCo will contact appropriate specialist or voluntary organisations to arrange pieces of work to be carried out with the family or pupil. All referrals are made in consultation with parents. Examples of services include: ADHD solutions, SEMH support services, LCI, EP Service.

How does Abbey Mead Primary Academy assess and review pupil's progress towards outcomes?

At Abbey Mead Primary Academy there are high aspirations for all children and we seek to remove all barriers to learning and engagement. We offer a differentiated curriculum for all children and use resources tailored to the needs of pupils who require support to access the curriculum; this is directed by our SENDCo. Curriculum progress is tracked for all pupils; with additional scrutiny for pupils with additional needs. Targets are set effectively and are appropriate for pupils' individual circumstances and areas of need. The curriculum is reviewed to ensure it meets the needs of all pupils regularly and adaptations are made accordingly. Meetings with parents are arranged to share pupil progress as well as supporting parents to develop a better understanding of their child's needs in order to develop their skills to further support their child's progress.

Each teacher considers each student's targets and records these in their own planning. We measure progress using assessment of curriculum targets and consider the social and emotional development shown through their behaviour for learning. During the statutory review process for the Education, Health and Care plan, all students also receive individual targets. These are not always based on 'learning' levels linked to the curriculum but can be focused on overcoming the individual barriers faced by students and may look at attendance, small aspects of behaviour or plans for the future broken into smaller steps. This process also outlines the support that is available to help them to achieve these steps and who will be monitoring them.

How does Abbey Mead Academy support pupils with SEND in the transfer between phases of education?

Abbey Mead Primary Academy plans careful transition within the school whereby pupils meet their new teachers and familiarise themselves with their new classroom and environment. Information about the pupil's individual needs is shared with the new teacher. The SENDCo works with the new teacher for a smooth and successful transfer and start for the pupil. Careful consideration is given to pupils transitioning between phases at the school as this involves significant changes to their location within the building.

For those pupils transferring to another school, careful transition exercises are undertaken; including visits, in order to ensure the specific needs of the children are catered for and that the children feel confident in the move. The school works closely with parents and engages them in this process to ensure that they are also familiar and prepared for changes ahead so as best to support pupils.

What support for improving emotional and social development does Abbey Mead Primary Academy

offer?

We utilise the principles of 'Route to Resilience' to promote and develop strong character in our children in order to prepare them well for learning and for life. Through this approach, we instil in our children an understanding that they each possess the necessary characteristics to be successful in life. Through celebrating achievements and strengthening these characteristics over time, children are able to broaden their capabilities and ability to apply these to different experiences. To supplement this whole school initiative, smaller groups are run for pupils who need greater support to manage their emotions and develop social communication skills.

The SENDCo works with specialist agencies to plan, source and implement tailored support for individual pupils whose needs are more specialised. The SENDCo also helps to source appropriate support for families who may struggle to meet emotional needs for their child/ren.

We are also proud to be a part of the NHS initiative 'Mental Health Support Teams in Schools' and have provided placement and support for a trainee Mental Health practitioner, enabling children to access support for their Social, emotional and mental health needs.

The Solihull Approach is another program we will use to increase our support to children and parents.

What are the arrangements for supporting pupils with SEND who are looked after by the local authority?

Abbey Mead Primary Academy recognises that Looked After Children may have very specific needs and may be coping with trauma, abuse or rejection, being more likely to experience personal distress and uncertainty. The SENDCo has responsibility for Looked After Children and liaises with all agencies and foster carers to ensure that all agreed arrangements are in place for the children. All support arrangements; including, specialist support or equipment is monitored and evaluated for effectiveness in meeting the pupil's emotional and learning needs on a regular basis. We involve children and listen to their views and feelings when planning any support.

In addition, the school utilises the expertise of the TMET Primary Intervention Team to enrich the lived experiences of our LAC pupils and provide them with wider experiences that they would otherwise not receive.

The SENDCo raises staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children as part of whole school training programme.

Please also see LAC policy <https://www.abbey-tmet.uk/wp-content/uploads/2019/08/Looked-After-Policy.pdf>

How will Abbey Mead Primary Academy evaluate the effectiveness of the provision made for pupils with SEND?

The effectiveness of SEND provision is a part of the whole school provision evaluation. The teachers monitor SEND pupil progress on a regular basis and work with the SENDCo to evaluate outcomes and implement agreed steps for success for the pupils. The SENDCo meets with

teachers on a termly basis to discuss individual needs of SEND children and carries out assessments to match interventions more precisely and to source specialist support. The SENDCo has an overview of progress for all children with SEND and works closely with staff to implement support systems for continued progress. All children are set challenging targets with appropriate support to achieve them. Specialist advice and support is sought when children are not making expected progress.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at Abbey Mead Academy?

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally by discussing with an appropriate member of staff, without the need to use the formal stages of the complaint's procedure. We understand, however, that there are occasions when people would like to raise their concerns more formally. A concern should be raised with either the class teacher or principal. If the issue remains unresolved, the next step is to make a formal complaint. A complaint should be sent to the school principal via the school office following the processes of our complaints policy, marked 'private and confidential'. <https://www.abbey-tmet.uk/wp-content/uploads/2019/10/TMET-Complaints-Procedure-v8.0.pdf>