



SEND Information Report

**Annual SEND Information Report to Parents from the Governors on
the Provision for Special Educational Needs and Disabilities (SEND)
Highworth Warneford School 2024–2025**

Policy Management – HWS					
Review date	Version	Reviewer / owner	Approving body	Meeting date of policy approval	
November 2025	1	Principal	Local Governing Committee (LGC)	Approved	

This policy is reviewed every year. The next review is due by November 2026.

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This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, the Equalities Policy, the Behaviour Policy and the Accessibility Plan. In 2023 we won the National MAT Excellence award for Wellbeing Trust of the Year and our students with SEND once again outperformed the national averages at both GCSE and A-Level, demonstrating the comprehensive effectiveness of our inclusive practice.

Additional Educational Needs (AEN) Staff

Chief Executive Officer (TPAT Staff) – Gemma Piper

Principal – Sophie Hesten

Director of Inclusion (TPAT Staff) – David Williams

Assistant Principal SENDCo – Elizabeth Trafford

School of Solutions Lead- Tamsyn van der Meulen

David Williams (Director of Inclusion – The Park Academies Trust) has a BSc (Hons), a PGCE, and a research Master's degree in Learning and Teaching specialising in student well-being from the University of Oxford. He completed the National Award for Special Educational Needs Co-ordination in 2014, and the National Professional Qualification for Headship (NPQH) in 2019. He is also qualified to test for JCQ examination access arrangements. In 2017 David completed the Master's level Attachment Lead qualification. David was a trustee of the British Dyslexia Association from 2010 to 2020, and was joint non-executive Chair of the Management Board and Chair of the Trustees from 2018 to 2020. During this time he contributed to the All Party Parliamentary Group for Specific Learning Difficulties on matters regarding the current education and specialist training situation, the need for a coherent system for assessment and access arrangements, and finally, research on higher education institutions' support for students. He is frequently invited to speak to groups of SENDCos both locally and nationally. In 2007, he received an international scholarship for his research into the use of mind-mapping techniques with ASC students, and in 2011 was named Dyslexia Teacher of the Year. He is a member of the Swindon Strategic Special Educational Needs Board and sits on the Swindon and North Wiltshire Professional

Leaders Network for the Clinical Commissioning Group. He contributes to the national Academy Trusts Inclusion Forum, and is a member of the Mulberry Bush peer review group for inspection. In 2021 David completed the TEEP level 3 (Teacher Effectiveness Enhancement Programme) and as a trainer has developed a parallel programme for Teaching Assistants. David has worked as a SENDCo, Designated Teacher for Children Looked After, and Designated Safeguarding Lead in various schools and specialises in whole school improvement and inclusion. In his current role David is responsible for the strategic leadership and development of inclusion (including SEND and disadvantaged cohorts) across two large secondary and three primary schools, three preschools, and four specialist units. Recently, David has been invited to speak on panels for Westminster Insight and the House of Lords, and he is currently collaborating on an exciting international research project looking at building confidence in children and young people with disabilities. In the Summer of 2023 David spoke at Festival of Education at Wellington College about how the trust won the Wellbeing excellence award. He has recently been asked to work with Challenge Partners facilitating a Triad as part of their pilot for a new Inclusive arm of the program.

Elizabeth Trafford (Assistant Principal SENDCo) gained a BA (Hons) in 2008, a PGCE 2009 and has worked in both mainstream and specialist education settings. In 2016, Elizabeth completed the National Professional Qualification for Senior Leadership (NPQSL), her research focused on marking and assessment strategies for students with SEND, demonstrating her commitment to equitable learning outcomes. Elizabeth completed the National Award for SEN Coordination (NASENCo) in 2022, equipping her with the skills to lead and manage SEND provision effectively within educational settings. In 2023, Elizabeth achieved a Level 7 qualification in Working with Children with Literacy Difficulties, granting her the ability to conduct assessments for Joint Council for Qualifications (JCQ) Exams Access Arrangements. Most recently, in 2024, she completed a Master's in Education with a focus on Special Educational Needs. This consolidated her knowledge and reinforcing her commitment to inclusive practice, research-led intervention, and strategic SEND leadership.

Tamsyn van der Meulen, (The Parks Academies Trust), trained initially as a pre-school teacher at the Johannesburg College of Education, in conjunction with the University of The Witwatersrand (UK NARIC equivalent BA) and taught in this phase for 7 years in South Africa, in the private sector. During this time, she completed a Further Diploma in Education at The University of South Africa and obtained this

with distinction. Whilst in South Africa, she completed a training course in trauma counselling and volunteered with victims of violent crimes. Tamsyn subsequently emigrated to the UK and worked in mainstream primary schools in Early Years and KS1. During this time she was RE coordinator, EYFS lead, G&T, Hist/Geog coordinator, SENDCo and Forest School Leader. She then moved to a specialist SEMH school, where she worked for 12 years. During her time there she was a classroom teacher, SENDCo, DDSL, Deputy Principal and finally, DSL and Principal for 4 years. Whilst at Nyland, she also completed an MEd in Professional Studies which she obtained with distinction and through the MEd, also qualified as a specialist dyslexia teacher. She introduced an emotional quotient curriculum at Nyland and began integrating this into whole school practice and teaching and learning, together with a tracking and evidencing method. At Nyland she managed 4 teams over 2 sites including the school staff, Therapy Centre, Outreach Team and Pupil Referral Unit. In addition, Tamsyn has over the years presented training for the Swindon LEA and some schools in SEN and dyslexia, and has also shared learning about working memory, including with the Marlborough Dyslexia Association and on a radio broadcast. More recently she attended and completed Supervision training with staff from the Mulberry Bush school and gained a Certificate in Trauma Mentoring, at the Bath Trauma Centre.

Legislation

Children with SEND have 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 educational facilities of a kind generally provided for others of the same age in mainstream schools. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities, and to focus on outcomes for children with SEND since all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility. Every pupil with SEND has their own unique educational needs, and at Highworth Warneford

School we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. Highworth Warneford School is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND achieve exceptionally well when they leave the Trust in year 13 or the school in year 11.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils with SEND so that appropriate provision can be made and their attainment raised.
- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with students with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or better the child's previous rate of progress, and that closes the

attainment gap between the child and their peers. All students can and should achieve their very best.

- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

SEND Implementation

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with special educational needs into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows: *"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide support that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a

consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Lydiard Park Academy we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND Profile 2020–2024

	Sep 2020	Sep 2021	Sep 2022	Sep 2023	Sep 2024
SEND Support	110	102	130	141	115
EHCP	11	14	8	10	12
SEND Total	121	116	138	151	127
%	14.3	14.8	20.1	23.3	19.9

2025	Number of Pupils	% of whole school	National %
SEN Support	106	16.4%	14.2%
Education Health and Care Plans	17	2.5%	5.3%
Total	123	19.0%	18.4%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? 3			
Any significant changes in the SEND profile since last year? No significant changes			
Number of permanent exclusions where the student has SEND –2			
Attendance of students with SEND EHCP– 91.19% (NA 84.2%) HWS is +6.99% above national average. SEND Support – 91.55% (NA 86.20%) HWS is +5.35% above national average.			

Break down of at least 2025–2026

Area of Need	Number of Pupils	% of SEN Pupils
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Cognition and Learning	98	83.1%
Communication and Interaction	34	28.8%
Social, Emotional, Mental Health	58	49.2%
Sensory and Physical	14	11.9%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Literacy difficulties, SEMH needs	

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all students is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All students have Maths, Reading and Writing assessments/teacher assessment three times a year. These results are then analysed alongside other assessments and interventions are implemented if necessary.

In addition to the arrangements for assessing and reviewing all children's progress, pupils with SEND have (where appropriate):

- A rolling review of targets and outcomes specific to the individual is discussed with parents where necessary.
- Early Help Assessment and Team around the child (TAC) meetings.
- External agency involvement ie Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.

What we do to Support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards document details the expectations for all TAs. Staff will use various strategies to adapt access to the curriculum.

Advisory Teachers are utilised where necessary.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

How do we Find Out if Support is Effective?

Monitoring progress is an integral part of teaching and leadership. Parents/carers, pupils, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Parents are contacted to discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those students with an Education Health Care Plan will receive an Annual Review and or an interim review. The SENDCo attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year students with SEND were supported through our graduated response. Wave one students have needs that can be met through classroom differentiation and quality first teaching. Wave two students have additional support. For Wave three students the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Record procedure or directly with individual agencies or specialists. For a few students, whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities. Some students with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Students with these arrangements use them as part of their normal provision in school as far as it is practically possible. Students choose to take advantage of these arrangements with guidance from the school and their parents or carers. Where appropriate students with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting. Arrangements are made

for all students with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Students at Wave 1

- Students who are able to make good progress supported by Quality First Teaching in lessons.

Categories of Students at Wave 2

- Students who attend interventions.
- Students who require support with social skills.
- Students who require additional support with English or Maths.
- Some students for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Students who require support to address issues with self-esteem.

Categories of Students at Wave 3

- Students who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some students who are receiving regular support from outside agencies.
- Students who are educated at an alternative educational provision but remain on the school roll.
- Students with an Education Health and Care Plan (EHCP).

School of Solutions – our in Trust Alternative Provision

As a Trust we believe the best measure of a civilised society is how inclusive it is. As such the most inclusive Trusts are also the Trusts driving socio-economic progress in the communities they serve.

We provide an inclusive environment for pupils where they remain part of the mainstream school and to belong both to their school and the Trust family as a whole. We do this by having pupils in the School of Solutions 2 days of the week for a limited period of 2 terms. We know that through this structure, where they take part in the whole school curriculum for 3 days of the week, we can ensure that they have a broad and balanced curriculum. We add to the mainstream curriculum through a therapeutic approach, by offering activities, learning and skills practise that involves the development of emotional quotient skills. These

are the foundation for being able to be ready to learn. Our curriculum adds to and enriches the school curriculum on the other 3 days of the week.

We intend this provision, to be a school secure base, for pupils, where we support, facilitate and promote a capacity to tolerate frustration and uncertainty, a sense of self- worth, a capacity to relate to others with sensitivity and respect, a sense of personal agency.

We want to ensure that these students have access to creative and innovative approaches to learning and will use programmes that support and promote the facilitation of the 'finding of meaning', in everything that is offered, whilst preparing them for learning and life beyond the school. It will promote cooperative relational interactions. This will include project based learning and playful learning. A therapeutic integrates emotional and academic learning in order to support students to understand and express their emotions in more appropriate ways, see the school as a secure base and so be intrinsically motivated to adjust their behaviour, for the long term. This will lead to students being ready to learn more often and facilitate achievement in all areas and life.

For students to be ready for their futures in the work place and world, there are fundamental steps in their emotional intelligence that must be developed and sustained. These will be the foundation of positive relationships and experiences, that will mean they can go into the world as well-rounded adults, who can positively contribute to society and lead fulfilling lives. The School of Solutions aims to address developmental gaps that may exist for pupils in order to support this foundation.

We intend to ensure we also support primary academic need, by knowing where they are in core skills of English and maths and supporting development of these areas, at the stage they are at, through learning opportunities in the SoS. We will have an English and maths target for each pupil to work on in the SoS. To support pupils to be in class successfully we also know that transition work is important and so offer a variety of transition interventions. Some include English and maths specifically, where appropriate.

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with

SEND are invited to additional transition work. Visits are made to provisions where necessary and where available. Staff also attend meetings and annual reviews for students joining where possible.

SEND Impact

Attainment and Progress for SEND KS4 2024–2025

		23/24 National	24/25 US all	24/25 (on site)	524/25 (5 year including educated off site)
SEN Support (K)	E&M 4+	32.95	31.90	35.60	33

SEND attainment at Highworth School in 2024/25 shows a continued commitment to inclusive education and improving outcomes for all learners. Pupils on SEN Support (K) who were not placed in alternative provision achieved an average point score of 35.6% in English and Maths at grade 4 or above, outperforming the national average of 32.95 when all SEND K learners (including those in Alternative provision) are included this group they achieved broadly in line with the national average scoring 31.90. This reflects the school's effective support strategies and targeted interventions for students with additional needs.

While the scores of EHCP students achieving grade 4+ in English and Maths was lower than national, it is important to note that Year 11 pupils with EHCPs successfully achieved their individual outcomes on their EHCPs. These students have now transitioned into further education and training, where they are engaging positively and making strong progress. This highlights the school's strength in preparing SEND learners for life beyond Year 11, ensuring they are equipped with the skills and support needed to thrive in their next steps.

Arbor is the data management system that Highworth Warneford School use and it is able to compare the school's data with that of over 4500 schools from across the country, giving a detailed picture of performance compared with the national backdrop.

We also judge the SEND results using data from an organisation called Fischer Family Trust (FFT). FFT is a non-profit organisation, which provides data and analyses to all schools and LAs in England and Wales. For over 10 years, FFT has been working successfully with local authorities and schools to analyse pupil results and pupil progress, and to provide school leaders with insightful data to support school improvement and self-evaluation.

Children Looked After

CLA students (those who are under the care of the local authority) have three PEP (Personal Education Plan) meetings a year. These are Ofsted graded by the local authority that the pupil originally came from. For the academic year 2024 – 2025 100% of PEP meetings were graded as good or better across the Trust. This is a significant achievement for the designated teacher for Children Looked After.

Literacy Intervention

We run two structured interventions to improve literacy. The first, Corrective Reading, supports identified students who have difficulty with reading accurately and fluently. The programme provides a unique blend of teacher-directed instruction and high-frequency 10 practice to accelerate decoding skills. The results achieved by students using the Corrective Reading programme are compelling, considering the relatively short period of time and the fact that the students undertaking the programme are ones who have historically not made progress with reading.

The second programme, Morphographs, is a one-year scheme designed to teach spelling to older students. We are using this with a group of Year 9 at the same time as Corrective Reading to try to boost their low literacy levels before they start GCSE courses in Year 10. Students learn that words are composed of morphographs, which roughly are prefixes, suffixes, and bases or roots. The programme presents rules for combining the morphographs and provides extensive practice in applying these rules. The programme uses specific strategies that encourage students to think their way through spelling rather than to memorise word lists. Upon completion of the programme, students will have learned 750 morphographs and be able to spell between 12,000 and 15,000 words

including most words on the complete Dolch word list. Alongside this, these students receive a study skills session each week looking at how to read exam papers and how to revise effectively.

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Director of Inclusion, The Park Academies Trust) attends all the meetings. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet. As a Trust we are working with Swindon to streamline the Statutory assessment process ensuring that process happen during term time to ensure the very best quality of assessment.

Professional Development

The Trust offers SEND online training through two platforms National college and Nimbl.

There have been a number of SEND-related training sessions for staff:

- Annual SENDCo conference
- Attachment Lead (Master's level)
- Annual SpLD Conference
- Dyslexia
- Cognitive Behavioural Therapy (CBT)
- Anxiety
- Healthy Minds
- Welfare Call and E PEP
- ADHD
- Youth Mental Health First Aid
- Life after P Scales Conference
- Fine Motor and Handwriting Skills
- EHCP Outcomes workshop
- Referring into Speech and Language Therapy

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

The SENDCos trained newly qualified teachers and new members of staff in Special Educational Needs and Disabilities procedures and provision.

Parent/Carer Involvement in Provision for Students with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TACs, e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for students with SEND and they are encouraged to develop the students' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on student progress, all parents have the option to talk formally about their child's progress at least three times a year.

Funding

Twelve children were in receipt of High needs top-up funding to meet their individual needs as agreed by the Special Educational Needs Disability Team within the LA. The funding for these children was used to maintain teaching assistants and buy specific resources. The school budget, includes money for supporting children with SEND. This funding was used to employ and train teaching assistants, resources and external agency support e.g. The Education Psychology Service, Emotional Literacy Support Assistants (ELSA), Education Welfare Officer (EWO) and Social and Emotional Mental Health (SEMH) Team.

Deployment of Staff and Resources

During the academic year 2024-2025 staff were deployed to provide for students with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support SEND students and take small groups or individual students for additional support, mostly outside of timetabled lessons.
- The SEND staff worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, contact with parents, and assessment of student needs.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for hearing impairment, visual impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- School Nursing Service
- Young Carers
- Swindon Information Support and Advice Service (SIAS)
- Education Welfare Officer
- Early Help Hub
- Cognition and Learning advice support service (CLASS)
- Swindon Autism Advice Service (SAAS)
- Aiming High
- SENAT Senior Officer
- Virtual School (for children who are looked after by the Local Authority)
- Targeted Mental Health Service (TaMHS).
- Child and Adolescent Mental Health Service (CaMHS)
- Social Emotional and Mental Health (SEMH) Team
- Exclusion and Reintegration Officer

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:

- The Pupil Perceptions survey (each year in the summer term)
- Reviewing individual plans
- EHRs and TAC meetings
- EHCP Annual Reviews
- SEND specific appointments with the SENDCo
- Young Inspectors
- Student Voice

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk

assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of two Swindon based organisations: Swindon SEND information, advice and support service (SIAS) tel: 01793 466515 or email: SIAS@swindon.gov.uk

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENDCo.

If matters cannot be resolved parents can speak to the Principal. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 762426), email, or letter.

Appointments can be made with:

David Williams; Director of Inclusion – WilliamsD@tpat.uk

Elizabeth Trafford Assistant Principal SENDCo – -send@warnefordschool.org.uk

SEND Governor – Please contact school reception