



Changing Lives School
Changing Lives School



Complaints Policy

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Author	Hecabe DuFraise
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1.Aims

Should learners wish to complain about any services or personnel provided by SMS COACHING, they are advised to follow the procedure stated below. In the unlikely event that learners exhaust this procedure and remain dissatisfied with the decision made by SMS COACHING, they may take their complaint to the Senior Leadership Team.

It is ultimately the responsibility of the Head Teacher, Hecabe DuFraisie and Proprietor, Jonathan Davies, to ensure that this procedure is published and accessible to all personnel, students and any relevant third parties.

2. Outline of Procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, SMS Coaching encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally, the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

3. How to make a formal complaint

A complaint may be made in person, by telephone, or in writing by completing a Schools complaint Form:

- Forms are available from our office
- Completed forms should be returned to The HeadTeacher.
- Management will monitor the level and nature of complaints, and review the outcomes on a regular basis to ensure the effectiveness of the procedure, making changes where necessary
- Forms received will be logged by the centre and acknowledged within 15 school days



4. How a formal complaint is investigated.

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- Informal Stage - dealing with concerns: initial concerns are heard by a class teacher, head of year or another appropriate member of staff on an informal basis, either in person, by telephone or in writing.
- Formal Stage 1: a formal written complaint is considered by the Head Teacher/Investigating Officer, or - if the complaint is about the head Teacher – by the Proprietor.
 - The decision of the Head Teacher or management at this stage is usually final.
- Formal Stage 2: If Stage 1 has been worked through and the complainant is unhappy with the way in which their complaint has been handled, the case can be referred to panel senior leaders.
- The panel will carry out a review of the investigation carried out at formal stage one to consider the way the complaint has been investigated and handled by the school. This stage does not involve a rehearing of the complaint.

5. Appeal Process

- Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.
- If the complaint has already been through Stage 1 and the complainant is unhappy with the way in which it has been handled, they may take it to Formal Stage 2. This comprises a hearing before a Management Appeal Panel. This is a formal process and the ultimate recourse at school level.
- An appeal to Formal Stage 2 must be made to the Proprietor 10 school days of the receipt of the outcome of Stage 1 of the procedure.
- The school will aim to convene the appeal hearing within a further 20 school days. The complainant, the Head Teacher/Investigating Officer, the governors and any other relevant parties will be informed of the date, time and venue of the appeal hearing. Any documentation relating to the hearing will be sent to the parties 5 school days in advance of the hearing.
- The purpose of the appeal hearing is to give the complainant the chance to present their concerns with regards to whether the investigation has been conducted fairly and the correct procedures followed. This will be done before a panel of governors who will have no prior knowledge of the details of the case and who can, therefore, consider it without prejudice. The panel will consist of three persons not directly involved in the matters detailed in the complaint.
 - One member of the panel is independent of the management and running of the school.
 - The aim of a Panel is not to rehear the complaint: they will not go through the case again. Their role is to review the way in which the complaint has been investigated and to determine whether this has been

done fairly and that the correct procedure has been followed. It will also make appropriate recommendations.



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- The complainant may ask someone (not acting in a legal capacity) to accompany them to the meeting for support and to help them to explain the reasons for their complaint. The choice of person is the complainant's own but it is preferable to involve someone in whom they have confidence but who is not directly connected with the school.
- A copy of the findings and recommendations will be provided to the complainant and where relevant the person complained about.
- The Panel will hear the report of the Head Teacher/Investigating Officer at Stage 1 and any submissions on that report by the complainant. The review should not entail a rehearing of the case.

The Panel may:

- dismiss the complaint in whole or in part;
- uphold the complaint in whole or in part;
- decide on the appropriate action to be taken to resolve the complaint;
- recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur

6. Decision of complaint

A decision will be made within 3 school days. This will be communicated in writing. The decision of the panel is final.

All correspondence, statements and records of complaints must be kept confidential but must be shown to Ofsted/ISI when they inspect. Copies must also be made available to the Registration Authority on request.

SMS will provide a written record of complaints and actions whether they are resolved following a formal procedure or a panel hearing and will be

available for inspection on school premises by Proprietor and Head Teacher whether resolved following formal procedures or proceeded to a panel hearing.

SMS will show the actions taken as a result of the complaints

SEND POLICY

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Changing Lives School

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Changing Lives
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Changing Lives School

1. Our Vision

SMS Changing Lives School is committed to ensuring that the necessary provision is made for all student/pupils with SEND. We are a Independent Special School and we are committed to meeting all the secondary needs of students with additional needs such as:

- Communication needs
- Sensory and processing needs
- Social, emotional and mental health needs
- Physical, health and care needs

Whenever a pupil is identified as having an additional need a plan needs to be developed and implemented to the support the pupil in this regard.

We believe that every student, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be whilst studying at SMS and in preparation for post 16 pathways.

2. Legislation and Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and can be referenced with the following ;

- SEND code of practice: 0 to 25 years (2015))
- The Children and Families Act (2014))
- The SEND Regulations (2014))
- Keeping Children Safe in Education (2015))



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School

- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

The Equality Act 2010 brought together a range of previous acts into a single act, aiming to unify and strengthen discrimination law and support progress on equality.

SMS Changing Lives will adhere to all legal frameworks within SEND regulation and ensure all staff are trained on understanding and driving the SEND Policy.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

Special Educational Provision is defined as:

The provision for children of two years or over, or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.



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4. Roles and Responsibilities.

The Proprietor is Mr Jonny Davies

The Head teacher is Miss Hecabe DuFraisie

The named SEND coordinator (SENDCo) for the school is

Mrs Carol Nolan. The Inclusion Manager is Mr Issac

DuFrisie

The Senior Leadership Team has due regard for the guidance in the SEND Code of Practice 2014 and the Children and Families Act 2014.

The Proprietor will:

- Work with the Head teacher, SENCO to determine the strategic development of the SEND policy and provision in the school .
- Have overall responsibility for the provision for learners with SEN and/or

a disability needs **The Headteacher will:**

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the proprietor.
- Work with the Proprietor, Senior Leadership Team and SENCO to determine the strategic development of the SEN actions and oversee whole school procedures are consistently exercised.



Changing Lives School • Have overall responsibility of all staff practices in school.

The SENCO

The SENCO is Mrs Carol Nolan

They will:

- Work with the Proprietor, Headteacher to determine the operational development of the SEN policy and provision in the school Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with additional SEN receive appropriate support within the special school setting.
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all statutory SEN

processes up to date. **Tutor teachers**

Each teacher is responsible for:

- Updating the CPOMS logging system daily in regards students development and welfare.
- Developing and maintaining Individual Education Plan (IEP) Targets (and strategies to achieve these targets) derived from the EHCP in order to achieve good progress.
- Creating, maintaining and developing a positive relationship with students to support their Social, Emotional and Mental Health needs resulting in ineffective behaviors.
- Working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Implementing the “Special Classroom Arrangements” for each pupil they teach this can be differentiation activities, learning tools such as overlays in each lesson to support learning.
- Reporting Termly on progress with the SENDcO to maintain continuous good practice and ensure communication in preparation for meetings is consistently good.



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5. Identification of SEND

All of the students attending our school have an education, health and care (EHC) plan. Some students have additional areas of need, including

- Communication and interaction
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The aim of this is to facilitate student progress in order that the progress of students with SEND matches or improves upon the progress of similar students nationally.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teachers' assessment throughout the academic year such as baseline assessments.
- Feedback given through Teacher Marking
- Historical attainment / Behavior Data
- Analysis of data based on the national average
- Parent and Carer views



Changing Lives
School • Student views

- External Professional guidance

All teachers and support staff at SMS Changing Lives will be made aware of need through SEND documents alongside professional feedback sessions from the SENDCO.

The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6. Consulting with Parents

The school will have an early discussion with the student and their parents/carers when identifying the support they will need from SMS Changing Lives.

Individual needs of students with SEND are discussed in detail on entry to the school in transition meetings with parents.

Individual Education Plans will be shared and discussed with parents . These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The School takes pride on communicating with parents/carers, outside agencies, and the young person themselves.

Termly Reviews with the SENDCO are available for Parents / Carers.

Staff Meetings share parent / carer views.

Liaising with outside professionals provide a link to maintain a consistent relationship



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7. Record Keeping

Records of SEND support is a vital component of SEND at our school.

We will pride ourselves at SMS Changing Lives as being robust, consistent and innovative in the interventions offered here.

Schools are required to keep clear records of a pupil's SEND, the provision put in place for them and the difference that support will make.

This record will include:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place and reviews taking place
- Success and/or exit criteria
- The SENCO has responsibility for ensuring that records are properly kept and available as need.

8. Working with External Professionals

At SMS Changing Lives school we will use a wide variety of outside agencies and support:

- Healthy Young Minds (HYM) (formally the Child and Adolescent Mental Health Service (CAMHS))



Changing Lives School • Educational Psychologists -

Observation and assessments of children's needs to help support their learning.

- Social Services - Social services support families and safeguard children who may be at risk of
- Local Authority – SEND team.
- YOS – Youth Offending Service
- SMS Inclusion Manager

9. Links with other policies

This policy links to our other policies including

- : • Accessibility Plan
- Child Protection and Safeguarding Policy
- SEND information report
- Administration of Medicines Policy
- Equality Policy
- School Behaviour Policy

10. Complaints about the SEND Provision

Parent/carers who would like to raise a concern that cannot be resolved by their child's class team should contact the Head Teacher in the first instance.

Formal complaints about SEN provision in our school should be made to the Proprietor. They will then be referred to the school's complaints policy.

11. Monitoring Arrangements

This policy and information report will be reviewed by our SENDCo every year.



Changing Lives School It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.