

# Balcombe C E (C) School

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## SEND Information Report (Local Offer)

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Adopted by Governors: Sep 2014

Reviewed: Oct 2016, Oct 2017  
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Nov 2022, Dec 2023  
Dec 2024, Dec 2025

Next Review: Dec 2026

**Balcombe C E (C) Primary School**  
**Special Educational Needs and Disabilities (SEND)**  
**School Information Report 2025- 2026**  
**(Also known as our 'Local Offer')**



**This SEND Information Report provides information for parents about the provision they can expect for their child at our school.**

**If you have any information, questions or worries about your child, whether they are already with us, or you would like them to be, please do not hesitate to come and talk to us. We will always listen.**

**You are always welcome to make an appointment with your child's class teacher if your child is already enrolled, or, our SENCO (Mrs Bev Hoddell) will always be willing to listen and support too.**

**You can make appointments by telephoning the school office on 01444 811403 or emailing on [parents@balcombeschool.co.uk](mailto:parents@balcombeschool.co.uk)**

**If you have any questions regarding the information in this report, please contact Mrs Hoddell.**

## 1. How does the school know if children need extra help and what should I do if I think my child or young person may have special educational needs?

The educational programmes that are taught in our school have clear guidelines as to what a child is expected to be able to achieve for their age. As a school, we measure children's progress in learning against these guidelines and know if a child needs extra help with their learning if our assessments show that they are not at the same level as children of the same age and that they would need significant support to enable them to access the curriculum expectations for their age.

In order to support our decision about whether a child needs additional support, we follow the definition of what a special educational need is by using the SEND Code of Practice (2015). This states that

“a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.’

(SEND Code of Practice, 2015).

### **Knowing and Understanding the needs of our pupils: ‘Assess, Plan, Do, and Review’**

All class teachers continually assess each child at the beginning and then throughout every term, using a range of assessment evidence and strategies. Some of the assessments and observations teachers carry out include reading assessments, word recognition tests and assessing independent writing. Teachers also continuously observe and talk with the pupils in their care in order to ascertain their learning style, confidence and self-esteem at school. This process enables teachers to know clearly the needs, strengths and talents of individuals and then plan the best next steps for their learning. Teachers then assess and review the progress of the children against their initial assessments to check that progress is being made.

This continuous process of ‘**Assess, Plan, Do and Review**’ is at the heart of our teaching and learning at school and is overseen by the class teachers, Headteacher, SENCO, Deputy Head Teachers and Governors as appropriate.

In addition to this process, we have three different stages of support for children and these are as follows:

#### **3 Stages of support**

##### **1. Enhanced Provision:**

If a child is assessed as not being at an age-appropriate level of development, or ‘not on track’ to be so, the class teacher will adapt teaching activities for the child in order to enable progress. The adaptations will include additional teaching time with the class teacher in small groups in class. This is referred to as Enhanced Provision as we are enhancing the support for the child in class to enable them to access the skills, knowledge and understanding we want them to learn.

The Headteacher, Deputy Heads and SENCO all support the class teacher in this process.

This support is shared with the pupil, parents and carers also.

##### **2. School Support:**

If, despite additional small group teaching sessions with the class teacher during Enhanced Provision, the pupil is still not at age-related expectations and where significant support is needed, then, with the parents' agreement, the pupil will be placed at the School Support stage and added to our School Support admin system/register. The child will receive additional observations and assessments by the SENCO to support the schools understanding of the areas of difficulty for the child. Further support and adaptations will then be provided for the pupil based on these observations.

Where appropriate our SENCO will obtain advice from professionals that work outside the school. For example, if a pupil has difficulty in communicating, we would contact Speech and Language Therapists for advice and assessments.

During this 'School Support' stage, the class teacher will record the provision that is being put in the place on an Individual Support Plan and this will be shared with the parents and carers. The class teacher will meet with the parents at least every term to review the plans and set new targets so that the parents are kept fully informed.

We also complete a One Page Profile for the child, which records the pupils personal ideas and views about school and learning. This is used to support their provision.

### **3. Educational Health Care Needs Assessment/Plan:**

If, despite taking relevant and purposeful action to identify, assess and meet the needs of a pupil, a child has still not made expected progress, our school would consider requesting an Education, Health and Care Needs Assessment which would be led by our Local Authority. Parents can also make this request of the Authority. If the Local Authority agrees that the pupil meets certain criteria, following further assessment, then the child may receive an Education, Health and Care Plan. This would outline the provision necessary for a pupil to progress.

If a child has an EHC Plan (Education, Health Care Plan), a formal Annual Review will take place to discuss the child's progress and a report will be written. This can be also be arranged if changes to circumstances occur or concerns arise. This would be in addition to the meetings for all children with SEND described above.

If you would like further information on Education, Health and Care Plans, please contact Mrs Hoddell.

Some children may have been identified as having SEND before starting school either by their previous school or pre-school or by another professional such as a Paediatrician. In such cases, the school will liaise with them and the family to ensure a smooth transition and that needs are met.

**If you have any worries or concerns about your child, always come and see us – we will help. You can contact your child's teacher or speak with Mrs Hoddell.**

## **2. How will the school staff support my child?**

*Who will oversee and plan the education programme? Who will be working with my child and how often? What will their roles be? Who will explain this to me?*

The **class teacher** will assess, plan for and work with each child with SEND in their class to ensure that progress in every area is made. All children are different – they will therefore have different needs and need different types of support to help them progress.

There may be a **Teaching Assistant** (TA) working with your child, if this is seen as necessary by the class teacher. Their role may be to reinforce concepts being learnt in class, prepare for new learning or to use specialist resources to meet specific needs.

Our **Learning Mentor** (Mrs Bolland) may work with some children to support their social and emotional development if this is appropriate.

Three times a year, class teachers will share Individual Support Plans with you so that he or she can explain the skills or 'targets' that your child is working towards as well as what support and provision your child will experience at school. The class teacher will also guide you as to how you can support your child at home.

Our **SENCO** will closely monitor all provision and progress of any child requiring additional support across the school. Class teachers, our SENCO, Headteacher and Deputy Headteachers will meet during the term to examine the work and progress of all individual children receiving support in order to make sure that children are making progress.

### How are the school governors involved and what are their responsibilities?

We have a SEND governor (Mrs Nicky Ellis) who is an experienced teacher and Inclusion Leader.

She meets with the SENCO each term to discuss the needs of the learners across the school, to monitor the progress of our provision and oversee the implementation of the SEND Policy.

Special Educational Needs provision (and changes within the school) are then reported back to the governors on a termly basis.

Governors are also involved in the allocation of funds and staffing for our special educational needs provision.

### 3. How will the curriculum be matched to my child's needs? How will that help my child?

Teachers continually observe and assess children in their care in order to plan lessons that are matched appropriately to the needs of the children. When planning lessons, teachers will take account of the needs of the individual and adapt tasks and materials accordingly. This is an inclusive approach meaning that **all children can access a lesson and learn at their level, alongside and with other children in the classroom.**

There are many different ways that teachers can adapt the curriculum in order to match it to pupils needs and enable them to access the curriculum. Some of the strategies that can be used can include the teacher

- Using visual supports so that a child knows what they are learning (this may mean a visual timetable, or a visual support to help with learning, such as a maths number line, an alphabet mat or spelling list...)
- Presenting 'Now and Next' cards to enable a child to focus on what is happening now and what will happen next
- Giving information given in smaller chunks or steps to avoid overloading a pupil with too much information all in one go
- Providing opportunities to revise and revisit learning to ensure that it is secure in a pupil's memory
- Ensuring additional time is given for completing tasks
- Using resources to enable access such as (tripod grips to aid writing development or a writing slope).
- Ensuring there is calming, regulatory time to break up the day – rest breaks
- Providing movement breaks to aid focus
- Using a 'celebratory or strength based' approach where all successes are celebrated

- Having a flexible approach to seating so that children can access an adult or a good role model throughout a lesson
- Using ICT (for example using software to support pupils writing development)
- Accessing the school's Learning Mentor or outside agencies to provide assessment, support or advice where appropriate
- Implementing a range of teaching styles which recognise the individual learning styles of the pupils in the class
- Using peer group support through mixed ability grouping, talk partners and "buddy" systems
- Carrying out Risk Assessments for activities in and outside the learning environment to ensure that children are safe and enabled to access and join in all activities
- Using trained Teaching Assistants to provide additional support ...

This is not a complete list – the adaptations used will depend on the learning needs of the children.

The tracking and assessments teachers carry out will enable each class teacher to analyse the progress of each child and track if the adaptation are effective, or if different strategies need to be used.

The teaching and learning in our school, including how learning is adapted for children, is monitored on a termly basis by lesson observations by the Head Teacher, Deputy Head Teachers as well as the SENCO. They also examine children's work as well as teachers' planning.

#### **4. How will both you and I know how my child is doing? How will you help me to support my child's learning?**

*How will you explain to me how his or her learning is planned and how I can help support this outside of school? In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with staff?*

All families with children who receive SEND Support meet with their class teacher at least once a term. You are always welcome to make additional appointments as well and our SENCO will always make time with you as well.

During these meetings, the class teacher will share what is being taught at school and explain how you can best support your child at home (e.g. activities, resources, internet sites).

As mentioned earlier, this information will be recorded on an Individual Support Plan as well as a One Page Profile.

There may also be extra communication or meetings where outside professionals are involved in assessment or support for a child's needs.

*How and when will I be involved in planning my child's education?*

You will be invited to share your views on your child's learning and their learning programme in the regular meetings you have with your child's class teacher as explained above. We will record your views on our records so that they can be used to support our planning process. We value your views.

Your input will be sought on other occasions, such as for special events or planned trips.

*How will I know what progress my child should be making?*

This is very much dependent on a child's individual needs and any advice we have been given to support your child. This will be discussed at the regular meetings held between parents and teachers.

During your planning meetings with your child's class teacher, he or she will talk you through targets and skills that your child is working towards and what progress we are expecting to achieve, as well as how we will assess whether your child has made this progress. Our annual reports will also outline whether a child is working above, below or in line with where they should be.

#### What opportunities will there be for regular contact about things that have happened at school?

The class teacher will ensure you are kept informed about how your child is progressing and any incidents that may occur.

#### Do you offer any parent training or learning events?

We offer parent workshops on supporting all children with reading, phonics and maths at different stages in the school calendar.

We can pass on details of events and information held by the West Sussex SENDIAS – an organisation that supports families with children with SEND as we are committed to working together with parents to get the best for all children.

#### How does the school know how well my child is doing?

In school, we will use ISPs (Individual Support Plan) to set targets and review progress. We can use these targets to monitor pupil's progress academically against national/age related expected levels and update or adjust the ISP. This may involve updating the ISP targets into smaller steps or using a different approach to ensure progress is made.

Teachers continually assess all pupils throughout each term. They work closely with our Teaching Assistants. In addition to this, our SENCO tracks and monitors the SEND provision and pupil progress systematically and in the following ways:

- Reviewing class teachers plans (ISPs),
- Talking to children
- Lesson observations
- Looking at pupil's work
- Meeting with class teachers to discuss individual children receiving support
- Talking with parents.

**Every term** progress is also checked by not only class teachers and the SENCO but by the Headteacher and Deputy Headteachers.

#### How does the school know how effective its arrangements and provision for children with SEND are?

Like other schools in the locality, the school assesses how all pupils are progressing in line with National Curriculum expectations termly.

We judge the support children have received to have had an impact when

- Children reach or exceed the targets they are set and can be seen to be making progress both academically and socially at an appropriate level
- Children have a similar rate of attendance and progress to those children without SEND
- The views of parents and children are positive.

## 5. What support will there be for my child's overall well-being?

We are an inclusive school. We welcome and celebrate diversity. We commit to our own Christian values and ensure pupils are able to develop in a caring, fair and understanding environment. We all believe that a child having high self-esteem is crucial to their emotional well-being and academic progress.

### What is the pastoral, medical and social support available in the school for children with SEND?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the teacher should be the parents' first point of contact should a concern arise about a child's well-being.

In order to foster positive relationships across the school community, significant periods of learning time every day are dedicated to developing children's personal, social and emotional development. For example,

- Our daily assemblies either focus on key tenets of the Christian faith (such as forgiveness) as well as our learning values (these include being kind and caring).
- We build confidence in our learners by holding weekly celebration opportunities in our Collective Worship time and ensure all children are able to share their achievements during the course of the year
- All children belong to a school team and all will earn team points for personal, social and emotional development as well as for effort and achievement in other areas of learning.
- We have a trained Learning Mentor in our school who works with some children to support their personal, emotional and social development. Her name is Mrs Rachel Bolland. She supports individual children who may be experiencing social and emotional barriers to learning
- We also facilitate nurture groups for children in order to support their social and emotional development (for example, the popular Lego Therapy).

If further support is required, the class teacher can liaise with the SENCO for more advice and support. This may involve working alongside outside agencies such as the school nurse or the Learning Behaviour Advisory Team.

### How does the school manage the administration of medicines and providing personal care?

There are a number of staff who have first aid qualifications which enables us to always have first aiders on site throughout the day.

We have a policy for the safe administering of medicines. Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both the child and staff member.

If your child has a significant medical need you will need to contact our Business Manager and Lead First Aider, Mrs Lara Power to discuss how we can best support you and your child. This might include drawing up an Individual Health Care Plan.

Risk Assessments are drawn up for children to ensure that they are safe at all times and can access the curriculum alongside their peers.

### How will my child be able to contribute his or her views? How will the school support my child to do this?

We use a variety of different strategies to ensure all children, including those with SEND, have a voice in our school. For example:

- Children will discuss their targets with their class teacher and both will consider how they like to be supported e.g. individually, by their peers, with visual clues, in a quiet space.
- Children who are on School Support will also, with their class teacher, compile a 'One Page Profile' together. During this discussion a child is asked for their views on their interests and hobbies, likes and dislikes, worries and concerns. They will also be asked about what is important to them at school and how they like to learn. This information will be used to support their learning experiences.
- Individual class teachers across the school involve children in playing an active role in the life of their class. All children participate in small group and whole class 'circle time' discussions in order to discuss issues they feel are important to them
- For those children who may want to express a view anonymously we have post boxes for children to post their comments on. The Learning Mentor, or class teachers, will then look through these on a regular basis and then take appropriate action.

Children are always encouraged to speak to anyone about a concern they may have and can request to see the Learning Mentor or any adult at any time – an adult will always listen.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

We use a range of different strategies to support and encourage positive behaviour and ensure children make a positive contribution towards our school community. These include

- Our Behaviour Policy - this has clear expectations of behaviour and sets out rewards and sanctions
- Rewards - all children belong to one of four school teams for which they can earn team points for good behaviour.
- Weekly 'Celebrations' are held where children are rewarded for excellent work over the week, including behaviour
- Learning Mentor time - our Learning Mentor (Mrs Bolland) works on an individual basis with those who may need support with their emotional and behavioural development. She also runs small group nurture interventions to support children with behavioural needs
- Nurture Groups – children participate in small group work to rehearse and explore social and emotional development.
- Comic Strip Stories – if a child is finding behaviour challenging, we use comic strips and stories to support their understanding of what has happened and how it has made everyone feel
- Outside agencies, such as Educational Psychologists have been used to support our families where appropriate.

#### Attendance:

Attendance is tracked and monitored by the SENCO and Headteacher each week and parents are informed of their child's attendance at parents' evenings and in their end of year report.

If attendance falls below a certain level, the school contacts individual families and offers support to them so as to ensure that attendance can improve. We want our children in school - we love to teach them and know that achieving a good level of attendance will enable them to achieve well at school and beyond.

## 6. How are the school's resources allocated and matched to children's special educational needs?

As is consistent practice in all schools, resources and funding are allocated according to the needs of the child. We aim to match the time, adult support, physical resources and support needed to the level of need for each child. This may change over time and as needs change. Funding for individual children, such as those who have an Education and Health Care Plan is allocated specifically for those children.

Pupil Premium funding, which is allocated for individual pupils, will be used to support their learning and development and ensure that they have access to all learning opportunities that school has to offer.

## **7. How is the decision made about what type and how much support my child will receive?**

Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?

Observations and assessments of a pupil's strengths, learning style and learning needs will inform everyone involved in the life of a child, what type of support the pupil would benefit from. It is essential that the support a child receives, matches their learning style and learning needs – this will ensure progress.

Therefore, after assessments have been carried out and with a thorough exploration of what is needed, teachers with the support of the SENCO, will use the recommendations in the document 'Ordinarily Available Inclusive Practice,' which outlines appropriate, effective, and inclusive support ideas across all areas of learning needs. [OAIP - West Sussex County Council](#)

It is, of course, essential that all parties involved in your child's education (the child, teachers, parents and any professionals involved in their care), play a part in developing their support plan and all views will be sought.

Once these views are sought, the SENCO and class teacher will pull this information together and invite parents to look at the suggested provision. When this is agreed upon you will be given a copy of your child's Individual Support Plan (ISP).

Every term, parents and carers are invited to school for a 'Planning Meeting' to meet with their child's class teacher and discuss and review the Individual Support Plan and share ideas and activities that can use at home to support their child.

## **8. What specialist services and expertise are available at or accessed by the school?**

We have a Learning Mentor (Mrs Bolland) in our school who works with children to support their personal, emotional and social development.

What other services does the school access including health, therapy and social care services?

The school has access to a number of organisations and services including:

- The School Nurse
- Educational Psychology
- Speech and Language Therapy
- Social Communication Team
- Learning Behaviour Advisory Team
- Hearing Impaired Team
- Visually Impaired Team
  
- Looked After Children Education Service
- Child Development Team

- Child and Adolescent Mental Health Service
- Occupational Health
- Family Link Worker
- Transition Advisory Teachers
- Children and Family Centres
- Enabling Families
- Young Carers
  
- Early Help

Our SENCO is our main contact with the above agencies and should you wish to have contact with any of them in order to support your child then please contact Mrs Hoddell who will support you with this. Should our SENCO or class teacher, feel that your child would benefit from involvement with any of the outside agencies listed above, then the school would immediately inform you and obtain your permission first.

### **9. What training have staff supporting children with SEND had or are having?**

We place a high value on continuing professional development and staff have a wide range of opportunities to develop professionally. This may be through attending weekly staff meetings or completing courses or working with peers as well as school leaders. Our SENCO works with staff supporting their professional development. In addition, Advisory teachers and SEND specialists have been brought into school to advise and support staff.

The nature of training staff receive will depend on the needs of the children in our care. Skills and needs audits are carried out and these will support the planning of training for staff. Some of the training staff at our school have attended has included the following:

- Speech and Language support
- Emotional and Behavioural Support
- Fine motor development
- Attachment and Loss
- Nurture Group/Social Development.

As a staff, we have regular training updates of SEND needs in order to ensure all staff are able to support a child's development sensitively.

### **10. How will my child be included in activities outside the classroom including school trips?**

*Will he or she be able to access all of the activities of the school and how will you assist him or her to do so?  
How do you involve parents and carers in planning activities and trips?*

We want all children to access activities both inside and outside the school setting and have opportunities to access clubs as well. All teachers, including adults running after school clubs, will carry out Risk Assessments prior to activities so that **if** there are any concerns as to whether a child could access an activity then all necessary adaptations will be taken to ensure that they can and will participate. Sometimes such adaptations may simply be extra adult support on a trip. Parents of children with SEND will have appropriate Risk Assessments shared with them so that their advice and views can be taken into account and so that they are aware of the support provided. Trained First Aiders accompany classes or groups on

trips and are able to administer medicines where necessary. They are also present during break times and lunch times and of course throughout the school day, every day.

## 11. How accessible is the school environment?

Is the building fully wheelchair accessible?

The front entrance to the school is flat and wheelchair accessible, though there are many steps at other points across the site.

We recommend that if you would like to know more about the physical landscape of the school please contact the Headteacher to arrange a visit. Please see our accessibility plan – available to read on our website.

Have there been improvements in the auditory and visual environment?

We strive to ensure that our environment is communication friendly – quiet and calm to ensure that those with auditory needs can access the information that they need. We work closely with the West Sussex Audiology Service in order to make individual needs are sensitively met.

There are markings across the site on steps and stairs to support those who are visually impaired. Staff wear high-visibility jackets at breaktimes to ensure that they can be seen. Enlarged print can be used to support pupils too. Again, we work closely with local NHS agencies to support children who are visually impaired to ensure that their needs are sensitively met.

Are there disabled changing and toilet facilities?

Not at present.

How does the school communicate with parent carers whose first language is not English?

The school has links with the English as an Additional Language Team within the local authority who can help with communication needs of parents and children.

## 12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

What preparation will there be for both the school and my child before he or she joins the school?

Our school offers a range of different activities to families that are carefully designed to help children settle into school life. When children are starting school

- Information meetings are held for parents to view the school environment, meet the class teachers and ask any questions they may have
- Parents are invited to have one-to-one meetings with their child's teacher to enable them to discuss their child, their strengths, areas for development and any worries or concerns they may have
- Staff from school will also contact nurseries, pre-school settings or previous schools
- Children are invited to spend time in their new class before starting the school (for example, story sessions and 'Come and Play' sessions)

- For those pupils with SEND we encourage additional meetings for parents and carers and additional visits for the pupil. Meetings will also be arranged by the SENCO and teacher to discuss how to make sure there is a smooth transition between settings and that needs are met.

How will he or she be prepared to move onto the next school? What information will be provided to his or her new setting / school / college?

Our school works with teachers from the local secondary schools to prepare children for the change of moving to Secondary school. Some of the transition activities include:

- Transition Mentors/teachers from secondary schools visiting our Year 6 classes and working with the children and teachers for key lessons
- Children having planned opportunities to attend their new secondary school for the day - extra visits can be arranged for a child when necessary to help them gain more familiarity with the new environment and to alleviate any concerns.
- The SENCO attending meetings with the SENCO/Inclusion Manager from secondary schools to discuss children with special educational needs.

How will you support a new setting / school / college to prepare for my child/young person?

Our SENCO will attend meetings with the SENCO/Inclusion Managers from secondary schools to discuss children with SEND.

We invite Transition Mentors and/or special educational needs staff from secondary schools to attend important meetings related to the individual children in year 6 so that they are best able to prepare for transition.

We also pass on each child's SEND file which documents all their Individual Support Plans, reports from professionals and any relevant meeting notes.

### 13. How are parents involved in the school? How can I be involved?

**We believe that a child's education should be a partnership between parents, carers and teachers. We know that parents are their child's first educators and know them best and, therefore, we will work together and communicate regularly, especially if your child has SEND.**

Parents and carers can be involved in our school through a variety of different ways. Some of these include:

- Opportunities to see your child's class teacher before school starts (at the school gate or classroom door) for short messages, to share news or to arrange a convenient time for a meeting. Teachers will always make time to see you for longer appointments, should you ask to see them. Please telephone the school office if you would like to make an appointment. (Contact the school office on 01444 811403, or email on [parents@balcombeschool.co.uk](mailto:parents@balcombeschool.co.uk) )
- Teachers will meet parents of pupils receiving SEND support **every term** to discuss the key skills children, knowledge and understanding they are learning, the activities and support that they are receiving and to review progress
- The SENCO offers parent meeting opportunities throughout the year as needed
- Termly open mornings/afternoons to view your child's work with them and share in their achievements

- Regular newsletters from our Headteacher are sent home. These outline key events and news about the school
- A written report summarising your child's development will be sent to you in the Summer Term
- Parents are invited to support children at school (e.g. cookery, school trips, listening to readers) once they have been DBS checked – please contact the school office for details
- Parents are invited to become members of the “Friends of Balcombe School” ( FOBS) to learn more about what the school are doing and to help raise money for school funds – please contact the school office to find out more.
- Parents are invited to express views through questionnaires.

#### 14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

Your first point of contact should be your child's teacher who will always be willing to meet with you.

Who else has a role in my child's education? Who can I talk to if I am worried?

Please always come and talk to us if you have information you need to share or are worried about anything. You can see either your child's class teacher or our SENCO, Mrs Bev Hoddell. We will always make time to listen and plan with you what we can do to help you and your child.

**You can make appointments by telephoning the school office on 01444 811403 or emailing on [parents@balcombeschool.co.uk](mailto:parents@balcombeschool.co.uk)**

Parents and carers should ask the school office for a copy of our complaints procedure should the need arise.

Who should I contact if I am considering whether my child should join the school?

Please contact the Headteacher, Mr Ben Turney, via the school office – 01444 811403.

Who is the SEND Coordinator and how can I contact them?

The SENCO is Mrs Bev Hoddell and you can contact her via the school office.

What other support services are there who might help me and provide me with information and advice?

The West Sussex Local Offer is available here <https://westsussex.local-offer.org/>

SENDIAS offer impartial advice and information for parents and carers of children and young people with Special Educational Needs and Disabilities Tel 0330 222 8555

Further information can be found here <https://www.westsussex.gov.uk/education-children-andfamilies/special-educational-needs-and-disability-send/>