

	Great Bookham School	<b>SEND Information Report</b> Published September 2023
	<b>Questions</b>	
<b>1</b>	<b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b>	<p>The school has a SEND policy which can be found on the school website. The SENCo is Dr Susan Boagey and can be contacted via the school office on: 01372 456774 or by e-mail: <a href="mailto:info.gbs@sfet.org.uk">info.gbs@sfet.org.uk</a></p> <ul style="list-style-type: none"> <li>● Some children start Great Bookham school with special educational needs which have already been identified. If this is the case, appropriate support and interventions are put in place as soon as possible to ensure they are well supported. In some cases, a pupil's special educational need may not become apparent until after their transition, or, until well into their school career. We use a variety of methods to identify additional needs and celebrate achievement.</li> <li>● At Great Bookham school we have rigorous monitoring in place that tracks the progress and achievements of all of our pupils across the curriculum.</li> <li>● Writing, reading and maths are continually assessed and data is collected at least termly by class teachers, the impact of which, is evaluated by class teachers, the senior leadership team and the SENCo.</li> <li>● If a member of our teaching staff has any concerns about the progress a pupil is making in any aspect of their development, despite high quality targeted teaching, they discuss their concerns with their phase leader and the SENCo, who may carry out further observations and assessments or request support from outside agencies.</li> <li>● All teachers at Great Bookham School have a pupil progress meeting each term with the SENCo to discuss progress made and to identify and address potential barriers to learning. Our staff are vigilant at supporting and raising any concerns. Staff employ the 'assess, plan, do, review' cycle in planning provision for SEND pupils.</li> <li>● If Parents/Carers have concerns about the progress or attainment of their child, they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns. Alternatively, they can speak to our Special Needs Coordinator (SENCo).</li> </ul>

		<ul style="list-style-type: none"> <li>● We have some in-house specialist expertise in a number of areas of special educational needs. These include staff with training and/or qualifications in Speech and Language barriers, Autistic Spectrum Disorder, Attention Hyperactivity Deficit Disorder, Emotional Literacy, Mental Health and Epilepsy.</li> </ul>
2	<p><b>How will school staff support my child?</b></p>	<p>Great Bookham School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>● Cognition and Learning</li> <li>● Communication and Interaction</li> <li>● Social, Emotional and Mental Health</li> <li>● Sensory and/or Physical</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <ul style="list-style-type: none"> <li>● The Senior Leadership Team and Governors at Great Bookham School play an active role in monitoring the quality of our special education needs provision and ensure that our practice complies with the Equality Act (2010).</li> <li>● Great Bookham School has access to a number of Surrey professionals, including link Educational Psychologists (EP), Occupational Therapists (OT), Speech and Language Therapists (SALT), Mental Health services (Mindworks), Physical and Sensory Support (PSS) and Specialist Teachers for Inclusive Practice (STIP).</li> <li>● Planning meetings are held with outside professionals on a termly basis: referrals are monitored, targets are set and reviewed.</li> <li>● The SENCo attends regular network meetings to ensure latest national and regional updates are in place and any concerns are shared.</li> <li>● All interventions are evidence-based and supported by empirical research. Progress is measured by comparing baseline scores with outcome scores at the end of the intervention period using the ‘assess, plan, do, review’ approach.</li> <li>● We monitor the impact of interventions through observations, pupil progress meetings and by tracking pupil progress.</li> <li>● Teaching staff take responsibility for supporting all pupils within their class, regardless of ability. Our SENCo and SLT support teaching staff with planning and evaluating the interventions, and report progress to the Headteacher and Governors as appropriate.</li> </ul>

<p>3</p>	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>● At Great Bookham School, we have a broad and balanced curriculum that is ambitious and meets the needs of all learners. Our curriculum incorporates skills, learning behaviours and key knowledge.</li> <li>● We adopt a graduated approach to meeting needs through high quality teaching which is available to all pupils, regardless of any need or personal difficulty.</li> <li>● Adaptations are embedded throughout our curriculum and practice.</li> <li>● Learning at Great Bookham School is personalised and 'Pupil Progress Meetings' ensure this is monitored and next steps are reflected upon. Pupil Progress Meetings also ensure early intervention is put in place for any child who is not making expected progress.</li> <li>● Our curriculum model has a clear structure for each subject and builds upon prior learning, both in year and over time.</li> <li>● Our curriculum model ensures that all pupils, especially those with additional needs, benefit from regular retrieval practice and from purposeful links between different subject areas.</li> <li>● All teaching staff are clear about the expectations of high-quality teaching for both indoor and outdoor learning. This is monitored regularly by the Senior Leadership Team through lesson observations, learning walks and discussions with pupils.</li> <li>● Interventions include working in small groups with adult support or working one to one in a specific area of learning.</li> <li>● Teaching staff also consider pupils' learning styles and will aim to deliver lessons that can be easily accessed by all.</li> <li>● Where appropriate, additional resources and technology are included in daily teaching. Outside agencies are consulted when more specific adaptations are required and recommendations are actioned.</li> <li>● All pupils are encouraged to take part in our wider curriculum offer of clubs and activities which take place before, during and after school hours. Pupils with particular needs are invited to join clubs that will help them to develop specific skills e.g. African drumming for coordination, arts and crafts for social skills.</li> </ul>
<p>4</p>	<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>● In addition to our 'open door' policy, Parents/Carers are formally invited to parent consultation meetings in the autumn and spring term, to discuss the support that the school is providing and how parents can help their child at home. At these meetings, staff will share pupil attainment and progress, and will discuss ways in which home and school can work together to ensure each pupil makes the best possible progress moving forward.</li> </ul>

		<ul style="list-style-type: none"> <li>● Parents/Carers are also invited to open afternoons which take place throughout the year at the end of the school day. This provides Parent/Carers with the opportunity to visit their child's classroom with their child to celebrate work in books and on display.</li> <li>● Pupils on the SEN register at Great Bookham School have targets on their learner profiles which are reviewed and shared with Parents/Carers every half term.</li> <li>● Parents/Carers of pupils with an Education Health Care Plan (EHCP) are likely to be involved in multi-professional meetings and will have regular contact with the school SENCo, ELSA and Pastoral Lead. In addition, Parents/Carers will be invited to attend an Annual Review Meeting to discuss the outcomes on the EHCP and evaluate progress made towards specific targets, plan next steps and evaluate the provision school has provided.</li> <li>● Towards the end of the summer term, Parents/Carers receive a written report which outlines attainment, progress and effort made throughout the year. This report informs Parents/Carers whether their child is working 'above', 'at' or 'towards' National Curriculum age-related expectations.</li> <li>● Staff also make themselves available to meet with Parents/Carers as soon as possible when there is a cause for concern.</li> <li>● Each term, a selection of online and 'in person' Parent/Carer Forums facilitates an open dialogue whereby staff, Parents/Carers and school Governors can discuss local, regional and national updates. This helps to keep families aware of new school initiatives, including why and how they are being put into practice.</li> <li>● Great Bookham School signposts all of the above events via their weekly newsletter and various online platforms.</li> <li>● Generic updates on the curriculum are shared through our newsletter and/or website.</li> <li>● We believe in supporting the development of parenting skills and provide opportunities for Parents/Carers to attend workshops in collaboration with other agencies.</li> <li>● Parents have the opportunity to support their child on site through the services of the Home School Link Worker, Learning Space and Family Outreach Service.</li> <li>● Outside agency reports are always shared with Parents/Carers.</li> <li>● Subject leaders or outside agencies run workshops to inform parents and increase their knowledge of how to support their child at home; reading, phonics and Internet safety.</li> <li>● Parents have the opportunity to complete school surveys, which offer invaluable feedback to the school and Governors.</li> </ul>
5	<b>What support will there be for my child's overall wellbeing?</b>	<ul style="list-style-type: none"> <li>● The wellbeing of every child is a key priority at Great Bookham School. We are committed to promoting an awareness of mental health and wellbeing for all of our school community: our pupils, our staff and our families. We understand wellbeing as a state of being comfortable, healthy and happy, and where</li> </ul>

		<p>everyone is able to thrive. However, we also recognise that uncomfortable emotions are important too in that they help us to learn more about ourselves and others.</p> <ul style="list-style-type: none"> <li>● The Deputy Headteacher is the Designated Safeguarding Lead (DSL) and there are two Deputy Designated Safeguarding Leads (DDSLs): the Headteacher and the Pastoral Lead.</li> <li>● All staff regularly receive safeguarding training and safeguarding is always the first item on each weekly staff meeting agenda.</li> <li>● At Great Bookham School we have a trained Emotional Literacy Support Assistant (ELSA) and a Pastoral Lead who has completed training in mental health.</li> <li>● All of our staff provide a high standard of pastoral support.</li> <li>● All of our staff have completed EpiPen and asthma training.</li> <li>● A selection of staff have completed Paediatric First Aid training and all staff have completed basic First Aid training.</li> <li>● A selection of key staff have completed basic training in epilepsy.</li> <li>● We have a medical policy in place and office staff administer medicines with written agreement from parents.</li> <li>● Where there are specific medical needs, a small team of staff, who work most closely with the pupil, will access more specialised training to ensure that we are able to keep the pupil safe.</li> <li>● Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood by all staff and embedded in our daily practice. Our three main aims for positive behaviour are, 'Be Ready, Be Responsible, Be Respectful'.</li> <li>● If a pupil should require an individual risk assessment, this is written in collaboration with Parents/Carers, staff and wherever possible, the pupil. It is reviewed at least termly and shared with all stakeholders.</li> <li>● If a pupil requires a designated safe space that they can go to if they feel they need to calm, this is discussed with Parents/Carers, staff and the pupil.</li> <li>● We are aware of those pupils who are young carers for a loved one at home. We make referrals to Surrey Young Carers and to My Time for Young Carers to support their life at home and at school.</li> <li>● We routinely monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have access to the Surrey Inclusion Service and their support network, including Inclusion Officers who visit our school and families.</li> <li>● Pupils have the opportunity to voice their opinions through various channels including the School Council, PHSE lessons, pupil surveys/questionnaires and Governor Visits.</li> <li>● Our broad and balanced curriculum ensures that all pupils are taught the social and emotional aspects of learning across a variety of different subjects, including PSHE and RSE. Pupils learn about healthy</li> </ul>
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6	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>● Great Bookham School has access to a range of targeted services including a mental health practitioner, Mindworks, Barnardo's, Child and Adolescent Mental Health Services (CAMHS), Specialist Teachers for Inclusive Practice (STIP), Speech, Language and Communication Needs (SLCN) including Speech and Language Therapy (SALT) and a designated 'in-house' Communications Champion, Physical &amp; Sensory Support (PSS) for hearing and visually impaired, the Educational Psychologists (EP) link service, the Race Equality and Minority Achievement (REMA) service and Occupational Therapy (OT).</li> <li>● In some cases, we seek advice and additional support from a range of specialist including Surrey Young Carers, Linden Bridge Outreach Service, Surrey Health Family Centre, Children's Wellbeing Practitioner and Targeted Mental Health Services (TAMHs).</li> <li>● Staff work collaboratively with outreach workers, family support workers and social workers as part of a multi-agency approach to supporting our pupils and their families.</li> <li>● All external partners with whom we work are vetted to ensure compliance with our Child Protection and Safeguarding Policy.</li> <li>● When purchasing additional services, we monitor the impact of any intervention against cost to ensure a value for money service.</li> <li>● To support pupils' further with their emotional needs, the school accesses the services of a Home School Link Worker through the Howard of Effingham Partnership.</li> <li>● The SENCo and ELSA are trained in Emotional Based School Non-Attendance (EBSNA) and our Pastoral Lead is a trained mental health lead.</li> <li>● We have good working relationships with other schools in the Trust and also with local schools in the Effingham Learning Partnership. This enables us to share good practice via regular SENDCo network meetings.</li> </ul>

		<ul style="list-style-type: none"> <li>At Great Bookham School, we are committed to continuing professional development (CPD). Every member of staff has access to the National College and there is an ongoing programme of CPD to ensure skills and knowledge are updated on a regular basis.</li> </ul>
7	<b>What training have the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>We regularly invest time and money in training our staff to improve High Quality Teaching delivery and to enhance their knowledge, skills and understanding of special educational needs.</li> <li>Every member of staff is trained in Cyber Security, Prevent and Keeping Children Safe in Education (KCSIE).</li> <li>Every member of staff is trained in positive touch which is an approved training for managing challenging physical behaviour in Surrey schools. This ensures staff have an awareness of the legal framework; de-escalation and prevention strategies; risk assessment; managing risk using disengagement or holding skills and post crisis support.</li> <li>Our ELSA and Pastoral Lead is a qualified Mental Health Leader.</li> <li>Every member of our teaching staff has received specialist training to support their work with pupils who are on the autistic spectrum, have attention deficit hyperactivity disorder/attention deficit disorder (ADHD/ADD) or have behavioural needs.</li> <li>In the last academic year our SENCo has completed training in several key areas: selective mutism; dyslexia; bereavement; developmental language disorder; phonological awareness; literacy for all and a relational approach to managing behaviour and attachment.</li> <li>Our SENCo attends appropriate courses and conferences to keep abreast of national, regional and local changes within SEND. Key information is then disseminated to staff at weekly staff meetings.</li> <li>Staff meetings are used to share good practice and develop staff confidence in specific areas of special educational needs. Sessions have included colourful semantics, zones of regulation, sensory circuits, Phonics Steps and various interventions such as pre-teaching key vocabulary.</li> <li>All staff are members of the National College which gives them access to a vast range of training courses and webinars.</li> <li>All staff have completed basic first aid training and some have completed paediatric training. Staff also receive appropriate training to support pupils with specific medical needs including epilepsy, asthma, EpiPen and Jext.</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>We are an inclusive school and promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>Where applicable, we consult and involve Parents/Carers in planning activities and trips.</li> </ul>

		<ul style="list-style-type: none"> <li>● All of our pupils, including those with a disability, are encouraged to participate in school trips including residential and staff make reasonable adaptations so that all learners can join in with activities, regardless of their needs.</li> <li>● Comprehensive risk assessments are carried out for all trips and are checked by the Senior Leadership Team before being submitted to Surrey for approval. All trips have a high ratio of adults to pupils. For some pupils with additional needs, such as anxiety or autism, additional preparation is put in place. This can take many forms including social stories, visual timetables, virtual tours, looking at photographs and talking to older pupils who have experienced the trip in previous years.</li> <li>● Where applicable parents/carers are consulted and involved in planning.</li> <li>● Where there are specific concerns of safety and access, further thought and consideration is put in place to ensure individual needs are met. This may involve working with parents/carers and specialists to create an individual risk assessment.</li> <li>● Our practices are in keeping with the Equality Act 2010.</li> </ul>
9	<p><b>How accessible is the setting/school/college environment?</b></p>	<ul style="list-style-type: none"> <li>● We have an Accessibility Plan in place and as such we consider our environment to be fully accessible particularly as we are on one level.</li> <li>● Our policy and practice adheres to the Equality Act 2010.</li> <li>● We are fully aware of our obligations to support adults and pupils with disabilities and will seek the advice of external professionals when necessary e.g. British Sign Language Interpreting Service and Sight for Surrey.</li> <li>● We are vigilant in making reasonable adjustments wherever possible.</li> <li>● We have one toilet for the disabled and ramped access from the junior playground to the main hall.</li> <li>● When required and where possible, translators are asked to attend meetings.</li> </ul>
10	<p><b>How will the school prepare and support my child to join the school, or transfer to a new school?</b></p>	<ul style="list-style-type: none"> <li>● We have a robust Induction Programme for welcoming new pupils to our setting and we actively seek feedback from parents when evaluating this annually. Transition packs are sent home to prospective parents and tours with the Head Teacher are strongly encouraged.</li> <li>● Bespoke programmes are developed for some of our vulnerable pupils including our pupils with special educational needs or those with a disability.</li> <li>● Staff liaise with professionals from other settings to ensure that they are fully aware of the needs of each child and have everything in place to cater for these needs before they start.</li> <li>● We liaise closely with professionals from other schools to ensure that the individual needs of all pupils are discussed and understood, and that all of the necessary paperwork and information is transferred to the new setting in a timely fashion.</li> </ul>



		<ul style="list-style-type: none"> <li>● We collaborate with staff from our feeder schools and follow-on secondary schools to ensure a smooth transition for all of our pupils.</li> <li>● We hold parents' induction meetings for YrR and Yr3.</li> <li>● Staff conduct home visits and nursery visits for all of our new YrR pupils.</li> <li>● We hold a series of 'stay and play' dates for our new YrR and Yr3 intake and pupils join us for our annual bump up day where they get to spend a day with their new classmates and new teacher in their new classroom. Yr6 pupils attend their bump up day at their chosen secondary school.</li> <li>● We welcome staff from local secondary schools throughout the year and especially in the summer term when they visit Yr6 with a short presentation followed by a Q&amp;A session.</li> <li>● We facilitate individual meetings with our Yr6 pupils and members of the SEND team from secondary schools to complete pupil passports for transition into Yr7.</li> <li>● We acknowledge that some pupils may require more support than their peers for transition. We arrange additional visits to their new school and put strategies in place to facilitate the transition process e.g. transition booklets, photos of new environment, concept mapping to address worries and fears, support from HSLW, meetings with pastoral lead/SENCo/Head of Year to share information about how best to support needs.</li> <li>● All Year 6 pupils take part in the SMART Moves transition project which helps them to become 'secondary ready'.</li> <li>● Our SENCo is invited to attend annual reviews of EHCPs of our new intake prior to starting Great Bookham School in September.</li> <li>● Where a pupil has an EHCP in Yr6, the SENCo of the secondary school is invited to attend the annual review at Great Bookham School so that they are fully informed about the needs, provision and targets for that pupil moving into Yr7.</li> <li>● There is a comprehensive and thorough process in place for pupils transitioning to secondary school. The SENCo, ELSA/Pastoral Lead and Yr6 teaching staff meet with the Head of Year and a selection of Yr7 teaching staff in the summer term to discuss each child individually and build up an accurate pupil profile.</li> </ul>
11	<p><b>How are the school's resources allocated and matched to pupils' special educational needs?</b></p>	<ul style="list-style-type: none"> <li>● The SENCo and Senior Leadership Team monitor provision through learning walks, talking to children, observation of interventions, data analysis and scrutiny of books to ensure pupils are supported to make the best possible progress.</li> <li>● Information gleaned through monitoring activities is used to check that that resources support the strategic aims of our setting as well as individual learners' needs.</li> </ul>

		<ul style="list-style-type: none"> <li>● Budgets are aligned with the school improvement plan and are closely monitored by the Head Teacher, Governors and Director of Finance.</li> <li>● Pupils with an EHCP (Education, Health and Care Plan) receive support as specified in their plan.</li> <li>● Interventions are costed and evaluated using individual provision maps for high need pupils and pupils with EHCPs.</li> <li>● Pupils with additional needs are supported to ensure quality learning for them and for others.</li> <li>● This additional support is monitored half-termly and adjusted carefully, so that the benefits are maximised.</li> <li>● The SENCo liaises with the SEND link Governor in preparing reports for the Governing Body, who then make informed decisions regarding the resources allocated to the school and adjust the budget accordingly to meet the needs of SEND pupils.</li> </ul>
12	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>● At Great Bookham School there is an expectation that all pupils receive high quality teaching.</li> <li>● Ongoing formative assessments and end of unit or end of term summative assessments are used, in conjunction with reports and observations from staff and other professional bodies, as to whether additional support is needed and what form it should take.</li> <li>● Working with the child, their families and other staff involved, the SENCo considers a variety of options for suitable provision before deciding on a course of action which follows the ‘assess – plan – do – review’ model.</li> <li>● One page Pupil Profiles are co-produced with learners and their families so that teaching staff have a clear overview of the whole child.</li> <li>● Teaching staff produce Learner Profiles which set clear targets based on specific needs. The Learner Profile outlines the provision that will be put in place, how often and by whom, to achieve those targets.</li> <li>● Clear baselines are established at the beginning of all interventions and outcomes are measured in terms of progress made.</li> <li>● Evidence- based intervention programmes can involve additional resources, small group work or 1:1 work. Support is provided for academic progress and also to strengthen social and emotional skills. All interventions are monitored and evaluated and adjusted for impact.</li> <li>● The SENCo/Deputy Headteacher oversee additional support with the Headteacher.</li> </ul>
13	<p><b>How are parents involved in the school?</b></p>	<ul style="list-style-type: none"> <li>● We believe in working in partnership with Parents/Carers and regularly involve parents and carers in discussions about their child’s learning, needs and aspirations.</li> </ul>

	<p><b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• We value the contribution that all family members can make towards a child’s learning. We have an open-door policy and wherever possible staff liaise with parents and carers to ensure the best outcomes for learners.</li> <li>• We have a very active and successful Parent Teacher Association known as The Friends of Great Bookham School, which encourages parents to be involved in every aspect of school life including a wide variety of community, charity and fundraising events.</li> <li>• We welcome Parent/Carer helpers and volunteers from our local community, subject to DBS clearance. These volunteers play a vital role in many ways, such as listening to our pupils read, accompanying our pupils to the local leisure centre for their swimming lessons and supporting our wider curriculum offer with trips, visits and WOW days.</li> <li>• Parents/Carers are warmly invited to attend class assemblies, special celebrations, sporting events, musical concerts and theatre productions as well as parent/teacher consultations.</li> <li>• At Great Bookham School we welcome the views of Parents/Carers through our parent surveys and work hard to action points raised in order to improve the learning experience for our pupils.</li> <li>• We also appreciate the wealth of knowledge and expertise that our Parent/Carer community brings and have been fortunate to benefit from this in the past e.g. gardening working parties</li> <li>• Our Local Governing Body includes parents who are fully involved in shaping the strategic direction of our school.</li> <li>• Our weekly newsletter, parent forums, website and online presence keeps Parents/Carers up to date with what is happening in school.</li> </ul>
14	<p><b>Who can I contact for further information?</b></p>	<ul style="list-style-type: none"> <li>• In the first instance, Parents/Carers are encouraged to speak to their child’s class teacher. Depending on the support being required, they may contact the school office where they will be directed to the most appropriate member of staff. The school office can be contacted by phone: 01372 456 774, or by email, <a href="mailto:info.gbs@sfet.org.uk">info.gbs@sfet.org.uk</a>.</li> <li>• Appointments to speak with the SENCo, Dr Susan Boagey, can be made via the school office.</li> <li>• If you are a prospective parent of a child with additional needs and are considering whether your child should join our school, you can contact our school office and speak to a member of our school admin team who will book you onto one of our prospective parent tours with the Head Teacher.</li> <li>• Following this, the Head Teacher can make arrangements for you to meet with our SENCo to discuss the specific needs of your child.</li> </ul>

**What are the arrangements for handling complaints from Parents/Carers of pupils with SEND about the provision made at the school?**

- A copy of the school's complaints procedure can be found on the Great Bookham School website: <https://www.greatbookhamschool.org.uk/>
- Parents can also seek external advice through SENDIASS: <https://www.kids.org.uk/sendiaass>  
And, Send Advice Surrey: <https://www.sendadvice.surrey.org.uk/>
- Further information about services in Surrey is available from: <https://www.surreylocaloffer.org.uk/>