



Roche Community Primary School

Our “Local Offer” for Special Educational Needs and Disabilities (SEND) 2021-22

At Roche we believe that children have a right to a safe, happy, varied and challenging learning experience. Every individual child matters and all children have abilities and potential which must be realised. Within this context, commitment, self-responsibility, honesty and respect are the key personal qualities which we value from all members of our school community and that we feel are essential to success in later life.

We have a commitment to staff training and development that has resulted in a skilled team of teachers and support staff able to apply their knowledge to meet the individual needs of children across the school. We seek guidance from a range of experts in making assessments and planning provision.

We work closely with parents to promote collaboration to ensure that we meet the individual needs of their children. We feel that communication is of paramount importance. The plans that we put in place for individual children are tailored to the child’s needs. They are flexible and reflect a range of strategies and approaches, with a focus on Quality First Teaching and the graduated response.

The school SENDCO is Helen Carlin. She can be contacted by phone (01726 890323) or by email (hcarlin@roche.cornwall.sch.uk).

The school’s Headteacher is Jeremy Walden.

The school’s SEN Governor is xxxx

This document is linked to Cornwall Council’s local offer, found here:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>



This document will outline the universal provisions Roche Community Primary School has for all children within our school, as well as those specialist provisions aimed at targeted groups and individuals.




The areas below will be outlined within the document:

1. Listening to and responding to children and young people
2. Partnership with parents and carers
3. The curriculum
4. Teaching and learning
5. Self-help skills and independence
6. Health, wellbeing and emotional support
7. Social interaction opportunities
8. The physical environment (accessibility, safety and positive learning environment)
9. Transition from year to year and setting to setting
10. The SEND qualifications of, and SEND training attended by, our staff
11. Services and organisations that we work with






The level of support and provision offered in our school

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Every individual is valued and their opinion is respected. The pupil voice is represented in all aspects of the school. All children take part in PSHE lessons. Every class has two school council representatives (restrictions allowing). Pupil voice is heard through</p> <ul style="list-style-type: none"> • The school council • Class discussions • Pupil conferencing • Questionnaires • Head boy and girl elections • Assemblies 	<p>Pupils with SEND are included in all discussion groups. Pupils are encouraged and guided to give their own opinions. School council representatives meet with schools in Cooperative Trust (restrictions allowing). Access to staff trained in emotion coaching. SEND pupils are involved in their termly Catch Me Card Reviews.</p>	<p>Where appropriate Early Support/TAC/CIN/CP meetings allow children to voice their own perceptions regarding learning/social need. Meet and greet 1:1 specific support. Individual support is given in line with the view of the student Pupil's views and opinions are used in creating a child centred approach to planning and target setting. SEND Support documentation is presented in a way that is accessible for the pupil.</p>






2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school works in partnership with all parents and carers. Parents and carers of all pupils are invited to attend parent/carer evenings (restrictions allowing). Annual written reports are given to parent/carers Parents/carers know exactly who to contact if they have any concerns. Parents/carers are invited to celebration and cup assemblies (restrictions allowing). The School website provides parents/carers with full information on the school, curriculum and activities available to pupils. We hold an open-door policy. Home/School agreement shared at the start of each academic year.</p>	<p>COVID-19 restrictions allowing:</p> <ul style="list-style-type: none"> • Families are invited to attend after-school activities to support their children. • Volunteer parents help within school. <p>Parents are able to contact the school at any time if they have any concerns.</p> <p>SEND parents are invited to share their views by a questionnaire at the end of each academic year.</p>	<p>Parents/carers are supported in attending and are actively involved in all termly meetings and annual reviews. Parent/carer's view are an integral part of the TAC Meetings and SEND reviews. Meetings with head teacher/SENDCO/teacher, as needed. Support from SENDCO to access to outside agencies, such as ASD team, Educational Psychologist, Early Help Hub, and parents actively involved in meetings with outside professionals. All documentation is presented in a format that is accessible to individual parents Parents are encouraged to join in with school trips.</p>



3. The Curriculum




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school follows the National Curriculum (2014) which is designed to ensure the inclusion of all students. The school follows its own programmes of study derived from the NC, supported by our Shared Reading programme. This covers all aspects of the National Curriculum with the exception of PE, PSHE and RSE.</p> <p>For PE, we follow Real PE and for RSE and PSHE we follow the Cornwall Scheme – more information found PSHE-RSE-policy-updated-2021.pdf (rocke.cornwall.sch.uk)</p> <p>Varied teaching strategies, in line with the graduated response.</p> <p>Opportunities for all pupils, regardless of their ability and/or additional needs, have full access to the curriculum and learn through individual and group discussion.</p>	<p>Small intervention groups are tailored to meet the needs of children requiring some additional support. The progress of children within these interventions groups is carefully monitored and assessed to ensure that it is meeting the needs of the group. Intervention groups are adapted and amended regularly in line with the progress of the children.</p> <p>Assessments (including Nessy screening) are used to identify students who need specific intervention.</p> <ul style="list-style-type: none"> • Task Management boards • Visual cues • Speech and language support • Additional reading to an adult • Read Write Inc phonics and spelling small group sessions 	<p>Pupils are supported in following their interests, and the Curriculum, regardless of their SEN and/or disabilities. For example, a pupil with physical impairments is given the support they need to access PE. Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. In exceptional circumstances, pupils can be disapplied from some subjects. This must be agreed by all involved.</p> <ul style="list-style-type: none"> • Coloured over lays • Personalised curriculum • Now/next and visual timetables • 1:1 tuition • Verbal feedback between parents and school at the start and end of each day. • 1:1 Speech and language support • ASD team • Educational Psychologist



<ul style="list-style-type: none">• Opportunities to work independently.• Effective live feedback is used to move pupils on in their learning.• Structured routines are followed.• The curriculum is differentiated in the planning and the outcomes.• Areas of the curriculum are linked through a topic approach.• Skills are developed through a creative curriculum.• Opportunities for reflection on work by all i.e. knowledge organisers, floor books.• All classes well supported by teaching assistants for both academic and emotional needs.• Teaching assistants model and explain effectively.• Class teachers effectively utilise teaching assistants to provide targeted support when needed and then withdraw to promote independent skills.• RWI phonics and spelling• Visual timetables used in all classes	<ul style="list-style-type: none">• Specific Intervention groups, including White Rose Maths• Use of assisted technology to record written work• Sensory breaks to allow effective engagement with learning.	<ul style="list-style-type: none">• Dyslexia service• Additional Sensory input in collaboration with the Occupational Therapy service/EP Service/Outreach Service• Relevant assessments available to determine specific provision.eg. dyslexia/motor coordination/speech and language• 1:1 RWI support• 1:1 Precision Teach support• 1:1 Maths intervention (White Rose Maths)
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4. Teaching and Learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Lessons are carefully planned to include clear stages, regular progress check and differentiated learning styles.</p> <ul style="list-style-type: none"> • Quality Feedback with a focus on instant, formative feedback. • Working Walls • Access to learning support materials – 100 squares, phonics mats etc. • Visual Timetable • Teacher, Adult support and child position in class. (for example on carpet/nearer to the board etc.) • Whole Class behaviour strategy, including positive reinforcement • Shared reading • Read Write Inc lessons (whole school, phonics or spellings depending on ability) • Self and Peer assessment built into learning • Effective and higher level questioning evident 	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. Teaching assistants or the class teacher work with small groups to:</p> <ul style="list-style-type: none"> • Pre teach/re teach • Additional RWI intervention • Additional literacy/numeracy intervention specific to need • Speech and Language therapy intervention • TA's available for additional reading opportunities-to aid children achieve 'expected 3 reads per week' <p>If the class teacher is working with a small group the Higher Level Teaching assistant</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <ul style="list-style-type: none"> • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • 1:1 interventions i.e. precision teach • Personalised visual timetable for learning and intimate care needs • Outreach from special schools and support services for advice on teaching and learning. i.e. Educational psychologist, ASD team • Speech and language therapy service and specialist TA support • Autism Champion



<ul style="list-style-type: none"> • Super learning days held addressing aspirations and the wider curriculum • Regular trips for each class (restrictions allowing) <ul style="list-style-type: none"> • Alternative ways of recording are used e.g. photos, TA assessment, video, auditory etc. • Learning objectives are presented and referred to during each lesson. 	<p>supports the class with tasks already set by the teacher.</p> <p>Independent learning is promoted at all times and is supported by the use of technology such as Laptops, iPads, Digital Microphones, Nessy, etc.</p>	<ul style="list-style-type: none"> • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc) <p>SEND training given to all staff working with specific children.</p>
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5. Self – help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Pupils are encouraged to be independent learners by firstly having a go, and then asking a friend to help before finally asking the teacher.</p> <p>Each classroom is equipped with resources to help pupils e.g. dictionaries, maths resources, highlighters etc. which promote independence.</p> <p>Learning walls are regularly updated and changed to reflect the current work which enables pupils to use this to help them with their work.</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Pupils have personalised equipment to help them learn such as timers, overlays etc.</p> <p>Children have access to visual timetables, prompts, time out cards etc.</p> <p>Use of ICT including iPads and laptops.</p>	<p>Teaching Assistant working one-to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves e.g. asked peers, checked visual time-table. Additional support is shared to build resilience in pupils so that they have self-coping strategies when and if the teaching assistant is absent.</p>



	<p>Small group interventions with clear success criteria.</p>	<p>Personalised task boards and timetables are in place to support independence. 1:1 Intimate care is provided in such a way that supports and promotes independence (see Intimate Care Policy) Referrals to external agencies i.e. school nursing service.</p>
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6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>PSHE lessons include all pupils. The school follows the Cornwall PSHE curriculum, and we have a PSHE policy: PSHE-RSE-policy-updated-2021.pdf (roche.cornwall.sch.uk)</p> <p>Displays throughout school promote children's achievements, British Values and Wellbeing.</p> <p>Student issues are dealt with by trained staff, as they arrive. All staff are trained in attachment and emotion coaching.</p>	<p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> • Self-esteem • Social Skills • Life Skills • Behaviour and anger management. <p>Group sensory/movement breaks</p> <p>Risk assessments are carried out.</p> <p>Vulnerable pupils lunch time group (restrictions allowing).</p>	<p>TACs, and SEND reviews are supported by a range of agencies including the school nurse.</p> <p>Additional support for students can be requested from:</p> <ul style="list-style-type: none"> • CAMHS • Early Help Hub • Dreadnought • Penhaligon's Friends, etc. <p>Pupils with specific medical conditions have individual health care plans.</p>



<p>Whole school assemblies incorporate PSHE, British Values and Wellbeing. (restrictions allowing)</p> <p>Bereavement counselling is available.</p> <p>Risk assessments are carried out.</p> <p>Designated Safeguarding Officer.</p> <p>Daily P.E. lessons highlight mental health benefits of exercise.</p>		<ul style="list-style-type: none"> • Meet & Greet • Individual sensory breaks • Visual Cues/individualised emotional support • Individual behaviour plans. • Individual safety plans and risk assessments in place. <p>1:1 work for identified pupils with a trained Trauma Informed Schools practitioner.</p> <p>All staff in classes with pupils who have medical conditions i.e. diabetes, receive appropriate training.</p>
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7. Social Interaction Opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils have opportunities for social interaction, regardless of need. All children attend whole school trips/visits and shared experiences</p>	<p>Teaching Assistants provide opportunities for social interaction within specific groups.</p>	<p>Teaching Assistants provide specific opportunities to develop social interaction skills.</p>



<p>All children take part in whole school/merged theme week activities, such as super learning days (restrictions allowing) TA support through classroom activities/questioning Wide range of extra-curricular activities, including mixed year groups. (Restrictions allowing). Combined class break and lunch times (restrictions allowing). Breakfast club</p>	<p>Group work with trained Trauma Informed Schools practitioner focusing on social skills for identified pupils. Supervised lunch and break times. Vulnerable pupils lunch time club provides a safe space for building social skills (restrictions allowing).</p>	<p>Pupils individually supported by TAs to enable their attendance at after school clubs. Teaching Assistants use social stories with individual children. Individual Speech and Language sessions. 1:1 lunch and break time supervision where required.</p>
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8. The physical environment (accessibility, safety and positive learning environment).




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All areas of the school are accessible to everyone including those students with SEND. Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. There is a Designated Safeguarding Officer (and deputies) and a named 'Child in care' teacher. All areas of the school are uplifting, positive and support learning.</p>	<p>Non-slip, non-breakable equipment is available in practical lessons. Larger toilet available including wheelchair access toilet and changing facilities, as well as a wet room with shower. A variety of different chairs and tables available to ensure pupils work at the correct height / position.</p>	<p>Accessibility Policy. Specialist equipment, such as adapted chairs or writing slopes, enables students to be independent. Classrooms, corridors and the hall are accessible for pupils with sensory needs. Liaison with external professionals takes place</p>



<p>Teachers focus on rewarding good behaviour to promote a positive learning environment. Rewards and sanctions systems are robust and displayed within classrooms. All staff are First Aid trained. Risk assessments are regularly carried out. Every class has: word walls, spelling mats, visual timetables, colour coded displays, number lines, Numicon, Place Value counters Children have access to whiteboards, kindles and laptops Working Walls in the classroom assist learning and encourage interaction. Flexible learning – inside and outside Book corners in classrooms Drinking water available in all classrooms Library Areas of the playground designated for different activities specifically during lunchtime. (Restrictions allowing)</p>	<p>There are named adults who are ‘team teach’ trained. Equality and Diversity policy is in place Management of medical needs e.g. Epilepsy, Diabetes and allergies. is led by trained staff and liaison with medical professionals Rooms/spaces available for intervention Sensory room available.</p>	<p>Care plans written with medical specialists.</p>
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Meetings are held between the present and the next class teacher at the end of the academic year.</p> <p>There are strong links with the feeder Early Years Settings as well as the Secondary Schools in the local area.</p> <p>Pupils starting Reception, along with their parents, are invited to attend a number of transition sessions in the term before they start, as well as home visits and a staggered start to the school year (restrictions allowing).</p> <p>Year 6 pupils attend transition days at their named secondary school (restrictions allowing).</p> <p>All year groups have a transition week in their new year group with their new class teacher and teaching assistants in the summer term (restrictions allowing).</p>	<p>Transition books with visual cues/photographs to promote positive transition for small number of identified pupils who may struggle with the transition.</p> <p>Small group visits to secondary placements (SEN taster days) (restrictions allowing).</p> <p>A meeting with the SENDCO and class teacher is held to ensure that relevant information and detail is handed over.</p>	<p>Annual reviews for EHCP pupils in key Year groups (R, 5 and 6) have a focus around transition.</p> <p>Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment etc.</p> <ul style="list-style-type: none"> • Early identification of ‘key worker/mentor’ to help build familiarity (as required) • Advice from other agencies to support individual transition • Early support/CAF meetings



10. The SEND qualifications of, and SEND training attended by, our staff

Staff continual professional development is key at Roche to ensure all staff can support and deliver the best provision for our SEND learners.

- We have a number of teaching assistants trained in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- A teaching assistants are 'Team Teach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- All of our teaching assistants and teachers have had training in delivering Read, Write, Inc. spelling programme and those working in Year 3 and below are also trained to deliver Read, Write, Inc phonics.
- All our staff are trained in paediatric first aid, including administering Epipens, within school.
- All staff have received training on how to deliver 'Precision Teaching', an intervention aimed at supporting children who have a learning delay.
- Our SENDCO is a qualified 'Trauma Informed Schools' practitioner, an intervention aimed at supporting a child's emotional development.
- All of our teachers and teaching assistants have received training aimed at supporting those pupils who may have Autism.
- One of our teaching assistants is trained as an Autism Champion.
- The SENDCO has had training for working with children with Pathological Demand Avoidance.
- We have a teaching assistant trained in using Makaton, a language programme using signs and symbols to help pupils to communicate.
- We have a number of staff who are able to carry out intimate care needs as required by individual pupils according to their care plans.
- Our SENDCO is a trained Bereavement Champion.
- All of our teachers and teaching assistants have received training on Attachment and Emotion Coaching, a method of talking with children and young people to help them recognise, label and validate their own feelings.
- The SENDCO has completed the NASENCO qualification.
- A number of staff have received specialist diabetes training.
- All of our staff have up-to-date safeguarding training.
- Our SENDCO has received training from the Occupational Therapy service to support children with Sensory Processing problems.



- This year, we are receiving training to become a Dyslexia Friendly School.

11. Services and Organisations that we work with

Service/Organisation	What they do in brief	Contact Details
Speech and Language Service	Assess children with Speech and Language need and give targets to work on in school and home.	Referral made by school.
ASD support team	The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	Referral made by school.
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with: learning, behaviour, managing their feelings, getting on with others and communication. An Educational Psychologist will only become involved if the parent/carer's permission has been given.	Referral made by school.
Cognition and Learning Service	The Cognition and Learning Service supports schools and other settings in meeting the educational needs of learners with MLD (moderate/general learning difficulties) and SpLD (specific learning difficulties). The specific learning difficulties that the Cognition and Learning Service focus on are dyslexia and dyscalculia.	Jo Davidson cognitionandlearning@cornwall.gov.uk
CAMHS	The service helps children and young people deal with emotional, behavioural or mental health issues.	Referral made via school or GP



Medical professionals	GPs and Paediatricians work alongside the school as appropriate.	Referral made via GP
Specialist School Outreach support	Developed to support the inclusion of pupils with complex, severe or profound and multiple learning difficulties, aged 3-19 years, in local maintained mainstream schools and Area Resource Bases.	Referral made by school
School nursing team	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy	Contact Early Help Hub on 01872 322277 or referral made by school
Early Help Hub	The single point of access for council and community based health Early Help services for children, young people and families in Cornwall.	Referrals can be made through school or by contacting: earlyhelphub@cornwall.gov.uk 01872 322277
Occupational Therapy	Work with families and school staff, provide assessments and support plans as required	Referrals via school or GP

Answers to Frequently Asked Questions

1. How does your school know if children/young people need extra help?

The class teachers and Senior Management Team regularly monitor progress of all children. If a child's progress stalls then specific support/interventions are put in place to aid the child's learning. We also believe in the importance of communication with parents/carers and if you have a concern, please contact the school. For any child on our Record of Need, we complete termly Assess, Plan, Do, Review meetings; please see our SEND policy for more information.



2. What should I do if I think my child may have special educational needs?

In the first instance you are advised to talk to your child's teacher. Please contact the office to make an appointment. You can also talk to the SENDCO or member of the senior management team. We are all committed to ensuring your child is happy and making good progress.

3. Who is responsible for the progress and success of my child in school?

We believe that school and home working in partnership is the most effective way to ensure your child makes the most of the learning opportunities offered by Roche School. We ask that you support your child's homework by providing a suitable space for them to complete it, as well as ensuring that they read at least 3 times a week. In school, your child's class teacher has the day to day responsibility to ensure your child is making good progress. The teachers are supported by the SENDCO and external agencies when necessary.

4. How will the curriculum be matched to my child's needs?

Your child's teacher will ensure the work is matched to your child's needs – this is called differentiation. It may be the work is slightly different; there may be additional resources available or support from teaching assistants.

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

Our school is committed to working in partnership with parents to ensure the best outcomes for your child. We strongly encourage you to attend the termly parent's consultation (restrictions allowing) and you are welcome to make an appointment at any time to see your child's teacher to discuss their progress.

6. What support will there be for my child's overall wellbeing and safety?

All staff and governors at Roche School are committed to ensuring your child is safe, happy and thriving during their time with us. If you have any concerns please see your child's class teacher, Mrs Carlin or a member of the Senior Management Team. Please ensure you let us know if your child has any additional needs – medical, social or academic.



7. What SEND training have the staff at school had or are having?

All staff receive SEND training as part of their continued professional development, through specific courses, work with agencies or as part of school staff meetings/in-service training days.

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

Class visits and trips are an integral part of our curriculum and all children are expected to attend if that is the plan for their class that day. Longer residential trips are also very valuable but incur a cost which means they can be attended at parent's discretion. The reason a child may not attend a trip is if they pose a threat to their own or other children's safety (the school reserves the right to refuse a place on a trip).

9. How accessible is the school environment?

Roche school's environment is accessible with ramps or flat entry points to the buildings, specialised toileting facilities (including a wet room) and hand rails where needed (adaptations are made as necessary to accommodate specific needs)

10. How will school prepare and support my child through the transition from class to class and beyond?

Roche school staff share academic and specific additional needs information at every point of transition, whether it is moving between year groups/key stages or from one intervention group to another. Upon leaving Roche to transition to another primary/secondary school, staff share the relevant information and make visits where necessary.

11. Who can I contact for further information?

In the first instance you are advised to contact your child's teacher. Other staff in school who would be happy to help are Mrs Carlin (SENDCO) or a member of the Senior Management Team. We also have a governor with specific responsibility for Special Educational Needs and Disabilities, who can be contacted through the school office.

12. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Please talk to Mrs Carlin (SENDCO) or Mr Jeremy Walden (Head teacher) if you have any concerns.



13. How is your Local Offer reviewed?

The school offer will be reviewed annually following consultation with pupils, parents and staff.

14. How do you know how good your SEN provision is?

We are continually evaluating our provision for all pupils and in particular those on our Record of Need. We use assessment information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any barriers to learning.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Inform external agencies so that further assessments by specialists can take place.
- Quality assure the provision for our SEND children is being delivered and is supporting their progress.

15. If you wish to complain.

If you have any queries or concerns about the SEN provision within our school then please see the school's SENCO, head teacher or governor with responsibility for SEN.