



## **Goonhavern School**

### **Our SEN information report**

Date February 2017

Goonhavern Primary School is recognised as being an excellent school with a caring family ethos. Our staff set high standards and aim to ensure that all our young people achieve their best, realise their full potential and participate fully in the life of their school. Our goal is to achieve a happy, caring and close working environment with our families. We strive to achieve the very best so that your child has the skills and inspiration to be confident and believe in themselves. Education is a partnership between home and school and we put a great emphasis on our relationship with parents. Our belief is that children learn best when home and school work together for their benefit. Our dynamic and exciting curriculum offers an enjoyment of education and learning. It provides opportunities to solve problems and process information. We believe and encourage children to take responsibility for their learning and be able to make decisions.

Goonhavern Primary School are a committed and enthusiastic staff team who want the best for our children by providing an innovative, high quality teaching which inspires a lifelong love of learning. We are excellent role models and enable children to feel that they can achieve and feel positively about themselves. We believe our children can achieve anything and treat all of them equally.

All classes are fully inclusive. Support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at our school children may receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the 'typical' levels of provision. The levels of support and provision will vary across time for individual children in response to their individual needs.

Current needs being met include:

- Dyslexia
- Receptive language difficulties
- Hearing Impairment
- Visual impairment
- Effects of medical conditions
- Social and emotional difficulties
- Physical Needs

All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils. Staff and governors are given relevant and appropriate training, according to their needs, the needs of the children and the needs of the school.




Link to Single Equality Policy and and Accessibility Plan  
<http://www.goonhavern.cornwall.sch.uk/page/?title=Policies&pid=198>

**Name of the Special Educational Needs/Disabilities Coordinator: Kirsty Fairclough**




**Contact details: [secretary@goonhavern.cornwall.sch.uk](mailto:secretary@goonhavern.cornwall.sch.uk)**

## The levels of support and provision offered by our school




### 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>The views and opinions of all pupils are valued.</p> <p>Pupil voice is heard through:</p> <ul style="list-style-type: none"> <li>• Pupil questionnaires</li> <li>• Class Debating Assemblies</li> <li>• School council</li> <li>• Pupil conferencing</li> <li>• PHSE discussions in class</li> <li>• Pupils talking to Governors and Subject co-ordinators when monitoring.</li> </ul>	<p>In addition to the universal offer, strategies such as 'tree of feelings' and 'house of dreams' are used to allow pupil voice to be heard and provision is adapted where and if necessary.</p> <p>Additional support is developed in light of pupil voice.</p>	<p>Individual support is responsive to the views of the pupil.</p> <p>Pupil views are sought as part of Team Around the Child, Children in Care and Special Needs reviews.</p> <p>Individual pastoral support is planned for children to be listened to.</p>




## 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 aims to work in partnership with all parents and carers.</p> <p>All parents/carers are invited to attend Parent consultation evening.</p> <p>Parents/carers know who to contact if they have a concern.</p> <p>An open dialogue is encouraged between teachers/TAs and parents, often face-to-face or sometimes by phone or email.</p> <p>Parent 'coffee and chat' sessions allow opportunities to discuss current school issues and plans.</p> <p>The school website and blogs provide up-to-date information about the school.</p>	<p>Parents are invited to attend information sessions on topics such as supporting their children at home. For example, Learning Together in literacy and numeracy workshops.</p> <p>Parents are informed if their child seems to have a barrier to their learning and as a result is receiving additional support.</p> <p>All parents of SEND pupils are updated with their individual education targets as part of parent consultation evenings.</p>	<p>Parents are expected to attend and be actively involved in all review meetings ie. Team Around the Child meetings and Annual Reviews.</p> <p>There is always as much notice of these meetings as possible.</p> <p>Parent's views are sought both prior to and during these meetings either in a written or verbal form with support from staff when requested.</p> <p>Parents are encouraged to use support from other parent support services eg. FIS and Parent Partnership</p> <p>Parents are encouraged to attend workshops and support groups particular to the needs of their child.</p>




## 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>All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum.</p> <p>Our creative curriculum allows the inclusion of all children and is designed to excite and challenge our pupils.</p> <p>There is detailed planning for all subjects with differentiated outcomes.</p> <p>Children have curriculum targets which are monitored and changed when they are achieved.</p> <p>There is effective use of ICT across the curriculum to develop skills and to engage all learners</p> <p>School trips take place for all children to enhance the curriculum. There are opportunities for overnight stays in Years 5 and 6 at our summer camp, and in Year 6 on our exchange visit to Birmingham.</p>	<p>The curriculum is differentiated to meet the needs of all learners. At termly phase meetings groups of children are identified as needing extra support by their teachers then additional interventions are put into place.</p> <p>Groups of children may be given extra group support by a teacher or teaching assistant for a limited time. This intervention will be monitored and evaluated regularly. Some children will have in individual education plan outlining their own set of objectives.</p> <p>Currently interventions include:</p> <ul style="list-style-type: none"> <li>• Literacy: reading, spelling, writing, handwriting.</li> <li>• Numeracy</li> <li>• Speech and language support which is delivered by a visiting speech therapist or by teachers and teaching assistants following the advice from the speech and language therapist.</li> <li>• Behavioural support including the teaching of social skills, anger management</li> </ul>	<p>Children who have an Education, Health and Care plan will access the curriculum with adult support or specific resources where necessary.</p> <p>Teachers plan specifically to meet children's needs and ensure the objectives set out in their individual plans are addressed. This is monitored through the annual reviews.</p> <p>All children are encouraged to take part in the outdoor educational elements of the curriculum. The necessary support is provided in discussion with the child and parents.</p>




## 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>The whole school uses approaches to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</p> <p>We use the Big Write and Big Maths initiatives across the school.</p> <p>The lessons are carefully planned to ensure progression within lessons for all learners and different level groupings are identified within each class.</p> <p>A range of learning styles are catered for.</p> <p>Learning Objectives are displayed and discussed using 'I can...' statements and the Success Criteria are shared each lesson to support the children's learning.</p> <p>Pupils are aware of their targets in reading, writing and maths.</p> <p>Key vocabulary is on display in classrooms.</p> <p>A range of resources is easily accessible in each classroom.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND and other barriers to their learning have targeted support and provision.</p> <p>Teaching assistants and class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>• ensure understanding</li> <li>• facilitate learning</li> <li>• foster independence</li> <li>• respond intuitively to their learning</li> </ul> <p>Independent student learning is encouraged and often supported by the use of technology, including ipads, laptops, talking tins etc</p> <p>For children with SEND the targets identified in the child's individual education plan are taught in addition to the class lesson.</p> <p>Special access arrangements may be put into place for SATs at end of Year 6.</p>	<p>Personalised and highly differentiated arrangements enable pupils to access the curriculum.</p> <p>One to one support is in place for pupils who need more intensive support through an Educational Health Care Plan.</p> <p>One-to-one support for these children is not necessarily continuous. Support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence.</p> <p>Where there is no Statement or EHC Plan, pupils are given individual support where possible and in small groups at other times. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access.</p> <p>Advice is sought from outside agencies to provide the most appropriate and effective teaching and learning for individual children in line with their EHC or statement. These agencies including the Educational psychologist, health practitioners, speech and language therapists and professionals from Social Care.</p>

## 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>Independence is promoted as one of our five school values and is rewarded with stickers and funky wristbands!</p> <p>Teaching staff work with pupils to 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, such as checking the success criteria or asking a friend.</p> <p>Children either know their own targets for reading, writing and mathematics or know exactly where to look to check them.</p> <p>Resources are easily accessible in classrooms including provision of Working Walls and displays.</p> <p>Children are encouraged to have an area of responsibility within the classroom and to fulfil this role independently.</p>	<p>Instructions are repeated or supported through visual prompts.</p> <p>There are often visual prompts included in success Criteria</p> <p>Some pupils have access to:</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Traffic light systems</li> <li>• Timers</li> </ul> <p>Part of the teacher and TAs role is to encourage independence for these children.</p>	<p>Teachers and teaching assistants ensure that pupils are encouraged to ask for help or signal that help is needed.</p> <p>Teaching staff have a good understanding of what the pupil is can or should be able to achieve so that there is a high expectation of the child's ability to attempt and complete learning tasks and daily skills on their own. Where necessary adults can support children to recognise and work successfully within their limitations.</p> <p>Pupils are rewarded for independence.</p> <p>Additional support for a child is shared between different adults to build resilience in the young person.</p>

## 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>The school has a set of core values which are Kindness and Empathy, Teamwork, Independence, Resilience and Effort. These values are explicitly taught and rewarded. The school follows the 'Golden Rules' and these are displayed in each classroom. The school actively promotes good behaviour and anti bullying policies.</p> <p>PSHE lessons include all pupils and the school promotes the SEAL curriculum. Sex and Relationships Education is provided for all students at appropriate levels. The children take on their own responsibilities within the classroom or the wider school.</p> <p>A variety of clubs address the health and well being agenda including a variety of sports clubs and cookery club. The school aims to provide 2 hours of PE activities per week for all children.</p> <p>The school holds the Healthy School status – children encouraged to drink water only in classrooms and to have a healthy snack at playtime – fruit is provided for all children in foundation stage and Key Stage 1. Milk is offered as an option to all children every day.</p> <p>Risk assessments are made for all trips and for day-to-day school events.</p> <p>A policy for the administration of medication is in place.</p>	<p>Children with medical, allergy or other health needs have a medical alert plan in place.</p> <p>Parents of children with additional dietary needs meet with school meals providers to make sure their needs are met.</p> <p>Self-esteem, social skills and anger management are developed with children through targeted support in IEPs.</p> <p>Intimate care risk assessments are in place to support children, parents and staff.</p> <p>Where children having difficulties at lunchtime or playtimes, lunchtime staff know the individual needs of children and can provide targeted support as necessary.</p>	<p>Pupils with specific medical conditions have individual health care plans. The staff supporting these children follow guidance from the appropriate health professionals.</p> <p>Team Around the Child and Early Support meetings are attended by a range of agencies where appropriate.</p> <p>Additional support can be requested from:</p> <ul style="list-style-type: none"> <li>• The Parent Support Advisor</li> <li>• The school nurse</li> <li>• Behaviour support</li> <li>• Speech and Language Service</li> <li>• Occupational Therapy</li> <li>• Autistic Spectrum Team</li> <li>• Social care</li> <li>• The locality team family support workers.</li> </ul> <p>Referrals can be made through school to Child and Adolescent Mental Health Service (CAMHS.) for children who are experiencing more serious emotional difficulties where other interventions haven't been successful.</p>






## 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 to interact socially with the whole primary age range regardless of age, ability or additional need. On occasions the children are taught in 'vertical groups' with around five or six children from each year group.</p> <p>All pupils regularly take part in trips and activities in the wider community .</p> <p>Lunchtime supervisors encourage children to take part in games and activities they instigate.</p> <p>Children are actively taught playground and wet play games by staff.</p> <p>Whole school assemblies encourage recognising and celebration of achievements by the whole school community.</p> <p>Parents are invited to performances, special assemblies, concerts and celebrations.</p> <p>All children have the opportunity to become 'Buddies,' our playground mentors from class 6</p>	<p>Social groupings within classes are organised to support individuals.</p> <p>Social skills are facilitated by adults and peers.</p> <p>Support for individuals or groups that are struggling to interact appropriately is available from staff.</p> <p>There are opportunities for children who would find it a challenge to attend sports regularly to attend short, supported taster sessions several times a year.</p>	<p>Pupils may be supported by TAs to facilitate attendance at some clubs as necessary.</p> <p>Support from trained staff and the ASD team for individuals with a diagnosis of ASD is available to develop their social skills should this be needed.</p> <p>Support is also available through two members of staff trained on the ELKAN course 'Socially Speaking,' and two other members of staff trained on 'Working with Children with Unclear Speech.'</p> <p>'Social Stories' are used by TAs with individual children.</p>

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>Most areas of the school are accessible to everyone including those staff and pupils with SEND. Magnetic fittings allow the doors in the infant end of the school to be held open for a short period. However, security to protect our pupils and staff is a priority with restricted entry to the buildings.</p> <p>Evidence from the pupils themselves show they feel safe and are happy in an environment where bullying is minimal and dealt with effectively. Staff focus on rewarding good behaviour to promote a positive learning environment. Golden Rules that support the positive learning environment are displayed around the school. The whole school reward systems include marble treats and golden tickets. All staff understand and use the schools behaviour policy.</p> <p>Lunchtime supervisors communicate daily with the class teacher of the classes they are responsible for.</p> <p>All staff are regularly trained in aspects of safeguarding and understand their responsibilities in keeping children safe. There is a named child protection officer and a deputy 'Designated Safeguarding Officer'</p> <p>The display around the school is colourful and informative. Some displays are interactive and others support or celebrate learning.</p> <p>Fire exits are clear. Fire drills take place regularly. Children and adults know what is expected of them in an emergency.</p>	<p>A room known as 'The Meeting Room' is set aside for quiet or small group activities or to provide an area of calm when children need time away from a busy playground or classroom.</p> <p>Risk assessments are carried out and understood for groups and individuals when needed.</p> <p>Some toilets are adapted by height and the support around them.</p>	<p>Disabled pupils are monitored and can be accompanied to ensure safe access to rooms and resources as required .</p> <p>Quiet spaces are available to children to reduce sensory over load or allow for rest periods due to tiredness or the need for privacy when medical treatment is necessary.</p> <p>A disabled changing and hygiene area with a shower unit is centrally placed.</p> <p>Individual fire plans are put in place for children as required.</p> <p>There is an understanding of the effects of loud noises and quick changes in routine may have on a small number of pupils, so they are a priority to support if this occurs.</p> <p>A few individuals have adapted equipment including chairs, mobility and visual aids.</p>

## 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>Visits by teachers to nurseries and preschools take place for Early Years children. A transition programme supports new pupils and parents in the Reception class for several sessions in school before the children attend in September. This includes lunch and the sharing of information for parents from key members of staff, as well as a guided tour of the school by our School Council members from Year 6. There is also time set aside so that each new pupil can have a home visit from the Reception class teacher.</p> <p>There are strong links with Secondary Schools including taster days. Secondary School teachers visit to teach Y6 children and lead assemblies and talks. The pupils work on a transition project in Y6 and into Y7. Year 6 teachers share information about all pupils with secondary schools. All year groups have transition activities in the last few weeks of the Summer Term to help them become familiar with their future staff, routines and spaces.</p> <p>Staff meetings are set aside for the planned transfer of information between teachers.</p>	<p>The Special Needs Coordinator shares information about all Year 6 SEND pupils with the Secondary School SENDCo and Year 7 heads.</p> <p>All SEND paperwork is passed to the Secondary School/new school, including most recent IEPs.</p>	<p>Enhanced transition programmes are planned to meet the specific needs of individual children who either start or leave our school. Specific task visits may be arranged, such as to take photographs of key members of staff, to help the individual become familiar with the school layout/timetable/organisation, to experience lunch in the canteen etc. This includes pupils from preschool settings and Year 6 students, also any SEND children transferring in Years 1-5. Whenever possible the adult most likely to support this child is identified during the visits.</p> <p>The Special Needs Coordinator from the Secondary School is invited to attend Annual Reviews and Team Around the Child meetings from the end of Year 5. Our school Special Needs Coordinator will attend some Team Around the Child meetings for pre-school children due to start in September.</p> <p>Parents are encouraged and supported to attend taster days and meetings at the new school.</p> <p>Whenever possible parents of 1:1 pupils meet the teaching staff who will support their child in the coming year, before the end of term.</p>

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Speech and Language Therapist (SALT)</b>	1:1 assessment. The child will then be assessed and if needed targets given. These targets may need to be worked on at home as well as in school.	SENDCo Also available for school based SALT Suzanne Lobb referral through SENDCo
<b>Educational Psychology (EP)</b>	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents.	Referral through SENDCo to <b>Joe Brook</b> unless for Statutory Assessment However there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
<b>School Nurse</b>	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through to School Nurse directly or through SENDCo or PSA <a href="mailto:childrens.services@cornwall.nhs.uk">childrens.services@cornwall.nhs.uk</a> Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
<b>Parent Support Advisor (PSA)</b>	Work with families based on concerns that affect the child's education, eg. attendance, behaviour, home learning, eating, routines	Referral through class teacher or SENDCo to <b>Jenny Matthews</b>
<b>Family Support</b>	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR Tel: 0800 587 8191 / 01872 323 535 Email: <a href="mailto:fis@cornwall.gov.uk">fis@cornwall.gov.uk</a>

<b>CAMHS</b>	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	<b>Referral through GP, FSWorker/Parent Support Advisor or SENDCo</b> <a href="mailto:childrens.services@cornwall.nhs.uk">childrens.services@cornwall.nhs.uk</a> Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
<b>Hearing/Visual Support Service</b>	1:1 assessments. Guidance given based on teaching programme and resources	Referral through health visitors/ school nurse/GP or SENDCo Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872323453 Hearing Support Team:
<b>Autism Support Team</b>	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	Referral only possible if a child has a diagnosis, through SENDCo

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childreancesservicesdirectory.org.uk>

## Answers to Frequently asked Questions

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

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Mrs van der Hoven. Children are assessed at regular intervals during the school year – if a class teacher has concerns about the attainment/progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

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

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Mrs van der Hoven

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

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child and communicate with the school if there are changes in circumstance that may affect your child.

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

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class.

4. How will school staff support my child?

If your child has special needs this will depend on the needs of your child. It may be through different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow children to work independently.

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

Targets for all SEND children are shared with parents at parent consultation evenings. You will receive a school report in the Summer Term and there are other opportunities to meet the teachers during the year. You are also welcome to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

All staff in school work hard to ensure that your child is safe and happy in school. Our Parent Support Advisor is here to support families experiencing all sorts of difficulties. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact her yourself or speak to Mrs van der Hoven or your child's class teacher about your concerns and she can make a referral for you if necessary.

## 7. How do I know that my child is safe in school?

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid, and we are able to access additional training to support our staff in an awareness of specific conditions and illnesses. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way.

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

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time, but we differentiate the activities and expectations to enable all children to take part. The exception to this would be if a child's behaviour is a risk to themselves or others.

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

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

## 10. What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

Parents who believe their child's needs are not being met within school are asked to meet with the SENDCo to talk through their concerns in the first instance. Where concerns persist parents are asked to make an appointment with the Associate Head teacher or Principal. The Chair of Governors may be contacted if a parent feels this is necessary.

## 11. How is our local offer reviewed?

Our local offer will be reviewed by Governors on an annual basis. The governors and Head teacher will also review progress through regular monitoring, reports to governors by the SENDCo and other Senior Leaders as well as through the performance management of key staff. A summary of the review will be published on the Academy website as an Information report.

**Any further questions:** If you have any questions about our local offer, please don't hesitate to contact the school on 01872 573311 or by email to [secretary@goonhavern.cornwall.sch.uk](mailto:secretary@goonhavern.cornwall.sch.uk)

## **How we know how good our SEN provision is**

We evaluate the effectiveness of our provision for pupils with SEN by:

- Monitoring lessons and planning
- Work/evidence scrutiny
- Analysing performance data
- Pupil conferencing
- Pupil/parent questionnaires
- Analysis of response on parent view
- Termly phase meetings to review pupil progress and identify children in need of targeted intervention.
- Regular Governing Body meetings and visits

Ofsted 2013: Overall effectiveness - Good

“Disabled pupils and those who have special educational needs also do well and benefit from additional adult support matched closely to their learning needs.”

“Overall, the progress made by pupils known to be eligible for the pupil premium, which also includes a few with special educational needs, is at least as good as other pupils in the school and continues to improve. This is because they have also received effective tuition, often on a daily, individual or group basis. The gap in the standards reached by these pupils when compared to other pupils nationally has improved well over recent years and has been closed in English and narrowed to just over one term’s progress in mathematics.”

## **If you have a concern**

We do not like to think that there is anything happening at school with which you are not completely happy. If you have any concerns please have a word with your child's teacher first. If you are still concerned the Headteacher will be happy to discuss the matter with you. The school has an established complaints procedure, details of which can be inspected at school at any time.