|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | ooxWord://media/image1.PNG | | **Local Offer Submission for 2018/19** | | | **Nine Mile Ride Primary School** | | | |
| |  | | --- | |  | | |
| **1. Identification of Special Educational Needs and Disabilities (SEND)** | |
| **1.1** | **How does the school identify children/young people with special educational needs and disabilities?**   |  | | --- | | The school will carry out an Early Identification Triage referral form for all children who may have SEND. As well as using:   * On-going teacher observations, assessments, experience * Screening information e.g. dyslexia, reading, spelling * Agency reports * Parents information and knowledge * Previous schools and settings data | |
| **1.2** | **What should I do if I think my child has SEND?**   |  | | --- | | If you have concerns about your child’s progress you should speak to your child’s class teacher initially. As a result of this conversation, the Inclusion Manager may also become involved in planning the educational provision for your child. The headteacher will ensure that SEND children have appropriate support in school.  **Class/subject teacher is responsible for:**   * Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager know as necessary. * Regular monitoring of pupil progress by class teacher and specific interventions planned as a result. * Writing Pupil Profile sheets, and sharing and reviewing these with parents once each term * Writing a School Support Plan (if necessary), reviewing termly and planning for the next term. * Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. * Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.   **The Inclusion Manager is responsible for:**   * Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school.   Ensuring that you are:   1. involved in supporting your child’s learning 2. kept informed about the support your child is getting 3. involved in reviewing how they are doing  * Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc... * Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs. * Providing specialist support for teachers and support staff so that children with SEND are reaching their full potential.   **The Headteacher is responsible for:**   * The day to day management of all aspects of the school, this includes the support for children with SEND. * The Headteacher will give responsibility to the Inclusion Manager and class teachers but is still responsible for ensuring that your child’s needs are met. * The Headteacher ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.   **SEND Governor is responsible for:**   * Monitoring that the necessary support is made for any child who attends the school who has SEND. | |
| **2. Support for children with special educational needs** | |
| **2.1** | **If my child is identified as having SEND, who will oversee and plan their education programme?**   |  | | --- | | The class teacher will ensure that quality first teaching allows excellent targeted classroom support and will plan the framework of their education programme.  For your child this would mean:  That the teacher has the highest possible expectations for your child and all pupils in their class.   * That all teaching is based on building on what your child already knows, can do and can understand. * Different ways of teaching are in place so that your child is fully involved in the learning and that their needs are being met accordingly. * Specific strategies (which may be suggested by the Inclusion Manager or outside agencies) are in place to support your child’s learning. * Thorough and rigorous assessment will ensure that the needs of the child are addressed and met. * Possible engagement in group sessions with specific targets to help him/her to make more progress. * Children with specific needs may need additional support to make progress.   The process will begin with the child’s class teacher raising the concern with the Inclusion Manager, after carrying out initial assessments. The class teacher will use appropriate support strategies and monitor the pupil.  Where progress and achievement continue to cause concern, the parents will be informed and school support will be offered. The child will be placed as ‘SEND Support’ on the SEND register. The additional school provision for the pupil will be recorded on the SEND Running Record and shared at parent meetings.  A School SEND Support Plan will be written with the parents, Inclusion Manager and class teacher stating targets, provision, adults involved and outcomes for the pupil.  School SEND Support Plans are reviewed every term and signed by the parents and pupils. Teaching Assistants are involved in working closely with children both in groups and within the daily classroom situation. The Inclusion Manger (Special Needs Coordinator) works with teachers to help target action and identify further developments. The Inclusion Manger is responsible for monitoring the effectiveness of the School SEND Support Plan and referrals.  **Specified Individual support**  This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means that your child will have been identified by the local authority as needing a particularly high level of individual or small group teaching.  Usually your child will also need specialist support in school from an outside agency. This may be from:   * Local Authority central services such as ASSIST (ASD outreach) or the Sensory Consortium (hearing and/or visual need) * Outside agencies such as the Speech and Language Therapy Service and Educational Psychology service   For your child this would mean:   * The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child. * After the school (or parent) have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to carry out an EHC (Education Health Care) assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with a SEND Support Plan. * After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and the amount of support needed in school to make good progress. If this is the case they will formulate an EHC Plan. * The EHC Plan will outline the support your child will receive from the local authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. | |
| **2.2** | **How will I be informed / consulted about the ways in which my child is being supported?**   |  | | --- | | The school will:   * Arrange meetings to discuss any additional support your child may receive with class teacher and/or Inclusion Manager * Discuss with you any referrals to outside professionals to support your child’s learning * Hold two parents evenings per academic year * Write annual reports * Carry out annual reviews if child has a statement of educational need or EHCP * Provide a School SEND Support Plan (if necessary) and have termly meetings to discuss and review progress towards outcomes * Provide a SEND Running Record termly for pupils who are being monitored * Pupil Profile sheets for all pupils are sent home by class teachers   If your child has a statement of educational needs or an EHC Plan, support will be discussed at the annual review | |
| **2.3** | **How will the school balance my child's need for support with developing their independence?**   |  | | --- | | * Pupil Profile Sheet * School SEND Support Plan * Visual timetables * Planners * Group support plans * Small group inputs or support to recap key learning points | |
| **2.4** | **How will the school match / differentiate the curriculum for my child's needs?**   |  | | --- | | * The curriculum will be differentiated based on each individual child’s need, taking in to account teacher assessments, advice from outside agencies, the need for small group or 1:1 * Class teachers will plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met. * Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. * Specific resources and strategies will be used to support your child individually and in groups. * Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning need. | |
| **2.5** | **What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**   |  | | --- | | Each child’s needs are looked at individually to determine the best strategies and are planned according to the needs of the child. Strategies include:   * Differentiated activities * Social stories * Visual support including pictures, writing frames or word banks * Visual timetables * Now and Then cards * Reward systems * ICT support * Help walls * Small steps with specific achievable objectives * Multi-sensory approach to activities * Any other strategies that are suggested by external professionals   Please note that this list is an example of strategies only, different children require different types and levels of support. | |
| **2.6** | **What additional staffing does the school provide from its own budget for children with SEND?**   |  | | --- | | Currently the support offered by the school includes:   * Inclusion Manager * Lead Intervention Teaching Assistant * Inclusion Teaching Assistants * Teaching Assistants * 1:1 Learning Support Assistants * Nurture Assistants * Playground Leader * Various group interventions supported by Teaching Assistants when needed   Please be aware that the staffing structure is changeable. | |
| **2.7** | **What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?**   | **Type/Title of Intervention** | **Delivery Method** | | --- | --- | | |  | | --- | | Catch Up Reading | | |  | | --- | | One to one | | | |  | | --- | | Precision Teaching | | |  | | --- | | One to one | | | |  | | --- | | One to One tuition | | |  | | --- | | One to one | | | |  | | --- | | Five Minute Maths Box | | |  | | --- | | One to one | | | |  | | --- | | Pupil Champions | | |  | | --- | | One to one | | | |  | | --- | | Auditory Memory activities | | |  | | --- | | One to one | | | |  | | --- | | Visual Memory activities | | |  | | --- | | One to one | | | |  | | --- | | OTTAS Occupational therapy | | |  | | --- | | One to one | | | |  | | --- | | Nurture Assistant | | |  | | --- | | One to one | | | |  | | --- | | Fine Motor Skills | | |  | | --- | | One to one | | | |  | | --- | | Transition work | | |  | | --- | | One to one | | | |  | | --- | | Third Space Learning | | |  | | --- | | One to one | | | |  | | --- | | Phonics | | |  | | --- | | Small group | | | |  | | --- | | Writing support | | |  | | --- | | Small group | | | |  | | --- | | Booster classes | | |  | | --- | | Small group | | | |  | | --- | | Nessy Fingers | | |  | | --- | | Small group | | | |  | | --- | | Auditory Memory activities | | |  | | --- | | Small group | | | |  | | --- | | Visual Memory activities | | |  | | --- | | Small group | | | |  | | --- | | Smooth Moves | | |  | | --- | | Small group | | | |  | | --- | | Fine Motor Skills | | |  | | --- | | Small group | | | |  | | --- | | Social communication | | |  | | --- | | Small group | | | |  | | --- | | Cross phase transition work | | |  | | --- | | Small group | | | |  | | --- | | Lunchtime Nurture group | | |  | | --- | | Small group | | | |  | | --- | | Homework Club | | |  | | --- | | Small group | | | |  | | --- | | Transition group | | |  | | --- | | Small group | | | |  | | --- | | Tracks Literacy | | |  | | --- | | Small group | | |
| **2.8** | **What resources and equipment does the school provide for children with SEND?**   |  | | --- | | This will vary for each child but we will endeavour to provide resources as each child with SEND requires. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in school:   * Sloping desks * Specialist chairs * Pencils and pencil grips * Coloured paper and books * Coloured overlays * Toilet seats * Posture pads * Move & Sit cushions * Ear defenders | |
| **2.9** | **What special arrangements can be made for my child when taking examinations?**   |  | | --- | | * Additional time * Scribes * Readers * Quiet areas | |
| **3. My child's progress** | |
| **3.1** | **How will the school monitor my child’s progress and how will I be involved in this?**   |  | | --- | | Your child’s progress is continually monitored by his/her class teacher.  His/her progress is reviewed formally every half term in reading, writing, numeracy and science.  Your child will assessed every half term using Classroom Monitor programme.  At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.  Children with a School SEND Support Plan will have a review every term and the plan for the next term made.  The progress of children with a Statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.  The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.   * On-going Teacher Assessments * Assessments and review meetings with external agencies will be used * Standardised tests that give standardised scores and comparative ages * School SEND Support Meetings and parents evenings – a chance to give input from home experiences | |
| **3.2** | **When my child’s progress is being reviewed, how will new targets be set and how will I be involved?**   |  | | --- | | * School SEND Support Plans are regularly reviewed and updated based termly. This is done in partnership with the child and parents/carers * Every term, there will be 1:1 mentoring meetings to discuss areas for further development | |
| **3.3** | **ln addition to the school’s normal reporting arrangements, what opportunities will there be for me to discuss my child’s progress with school staff?**   |  | | --- | | * School SEND Support Plan meetings each term * Annual reviews if the child is has a statement of education need * Teachers are happy to arrange meetings to discuss issues | |
| **3.4** | **What arrangements does the school have for regular home to school contact?**   |  | | --- | | * Teachers are always happy to arrange a meeting to discuss issues with regarding a child * If it is felt to be useful, home school link books can be used | |
| **3.5** | **How can I help support my child’s learning?**   |  | | --- | | By working with the school to support learning at home. | |
| **3.6** | **Does the school offer any help for parents / carers to enable them to support their child’s learning, eg. training or learning events?**   |  | | --- | | * Staff are available to discuss what learning opportunities can be addressed at home * The school runs information evenings throughout the year for specific subjects where ways to support your child are shown * Parenting courses are also offered during each academic year | |
| **3.7** | **How will my child’s views be sought about the help they are getting and the progress they are making?**   |  | | --- | | * Children participate in 1:1 sessions three times per year where the focus of the meeting is progress and next steps in learning * School SEND Support Plans involve the child making SMART targets | |
| **3.8** | **What accredited and non accredited courses do you offer for young people with SEND?**   |  | | --- | | * Catch Up Literacy programme * Tracks Literacy programme * Precision Teaching * Makaton signing * Third Space Learning * Thrive | |
| **3.9** | **How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?**   |  | | --- | | * Monitoring progress via Teacher Assessments, standardised scores * Outside agencies review objectives set and progress made towards these * Impact of interventions * Discussion with children and parents as appropriate * Children are aware of own learning targets and next steps * Child and parents have a copy of the School SEND Support Plan * SEND Surgeries carried out with external agencies * SEND Review | |
| **4. Support for my child's overall well being** | |
| **4.1** | **What support is available to promote the emotional and social development of children with SEND?**   |  | | --- | | * Nurture Assistant * Specific interventions e.g. Circle of Friends, Pupil Champions 1:1 time, Social stories * Class teacher 1:1 meetings * Thrive programme * Lunchtime nurture post box | |
| **4.2** | **What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**   |  | | --- | | * 1:1 adult support, where appropriate * Behaviour Support Plans * Behaviour contract * Pastoral Support Plans * Quiet areas inside and outside of the classroom can be set up * Time Out cards * Clear guidelines using the language of choice   Please click here to read the school behaviour  [policy](http://www.schooljotter.com/showpage.php?id=167775). | |
| **4.3** | **What medical support is available in the school for children with SEND?**   |  | | --- | | * A high proportion of staff who have paediatric first aid certificates * Highly trained staff will take on any training as needed to support medical needs of any child | |
| **4.4** | **How does the school manage the administration of medicines?**   |  | | --- | | * Clear and concise guideline as set out in a school policy * Specifically trained adults according to individual needs of children * First Aiders | |
| **4.5** | **How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?**   |  | | --- | | * Incontinence Policy * Intimate Care Policy * Toileting plan * Disabled toilet / wet room * 1:1support with personal care or during snack and meal times if required | |
| **5. Specialist services available / accessed by the school** | |
| **5.1** | **What SEND support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?**   |  | | --- | | If a need is identified, we have access to the following services.  This is based on the needs of the child e.g. attainment & progress.   * CAMHS * Occupational Therapist * Physiotherapists * Speech and Language Therapist * Vulnerable Children’s Education * ASSIST-Autism Outreach Service * Educational Psychology Service * Sensory Consortium for pupils with visual or hearing needs * Learning Support Service * Behaviour Support- Foundry College * School Nurse * Addington Outreach   Available for both parents and professionals to access information:   * Children and Young People's Integrated Therapies (CYPIT)  [Toolkits](http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=305) | |
| **5.2** | **What should I do if I think my child needs support from one of these services?**   |  | | --- | | In the first instance, speak to the class teacher.  Speak to Inclusion Manager who will advise next steps and make referrals as necessary. | |
| **5.3** | **How are speech and language therapy, occupational therapy and physiotherapy services provided?**   |  | | --- | | In school staff follow programmes provided by these services.  Specialists will come into school to support the child depending on their needs.  They will review support programmes with staff. | |
| **5.4** | **What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**   |  | | --- | | Discuss your concerns with the class teacher. Referrals for Occupational Therapy needs to be completed by the GP. Speech & Language referrals and School Nurse referrals can be completed by the Inclusion Manager. Parents are also able to make their own referrals using the Children and Young People's Integrated Therapies (CYPIT)  <https://www.berkshirehealthcare.nhs.uk/5098>  Advice is available for both parents and professionals to access:   * Children and Young People's Integrated Therapies (CYPIT) [Toolkits](http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=305) | |
| **5.5** | **What arrangements does the school have for liaison with Children’s Social Care services?**   |  | | --- | | Where appropriate, concerns are raised with parents prior to contacting Social Care  If the school has a concern, they will contact Wokingham Referral & Assessment team  The school has designated safeguarding officers who liaise with Social Care when necessary  The school has a safeguarding governor who ensures that school policy is being followed appropriately  The school has robust safeguarding training, policy and framework to ensure all staff know the procedures to follow in the event of a social care concern. | |
| **6. Training of school staff in SEND** | |
| **6.1** | **What SEND training is provided for teachers in your school?**   |  | | --- | | * Regular SEND staff meetings * Termly SEND surgeries are arranged to allow staff to discuss children with SEND * Training is organised and provided dependent on current needs * Inclusion Manager attends training and shares with staff | |
| **6.2** | **What SEND training is provided for teaching assistants and other staff in your school?**   |  | | --- | | Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEND.   * Recent courses attended include Nurture Assistants, ASD training, Dyslexia, Speech and Language Support, Occupational Therapy support, Makaton, Lego Therapy and Child protection * Outside agencies come in to school and offer training to all staff | |
| **6.3** | **Do teachers have any specific qualifications in SEND?**   |  | | --- | | The Inclusion Manager and Lead Intervention Teaching Assistant have The Catch Up Literacy training and The Catch Up Numeracy training which is accredited by the Open College Network (OCN).  The Inclusion Manager has completed:-  A Diploma in Children and Adolescent Counselling  An Advanced Diploma in Special Educational Needs  A Diploma in Educational Psychology  A Diploma in Child Psychology  Thrive Approach Licensed Practitioner | |
| **6.4** | **Do teaching assistants have any specific qualifications in SEND?**   |  | | --- | | * All staff are experienced in working with a range of SEND pupils * Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEND * We have a fully trained Nurture Assistants * The Inclusion Manager and Lead Intervention Teaching Assistant have attended Makaton training and have attended The Catch Up Literacy accredited by the Open College Network (OCN) | |
| **7. Activities outside the classroom including school trips** | |
| **7.1** | **How do you ensure children with SEND can be included in out of school activities and trips?**   |  | | --- | | * All children are included in all out of school activities and trips. This is achieved through discussions with parents and risk assessments undertaken in line with the Local Authority guidelines * Parents may accompany their child if necessary or 1:1 support may be provided depending on the level of need | |
| **7.2** | **How do you involve parents / carers in planning the support required for their child to access activities and trips?**   |  | | --- | | * Regular meetings are scheduled with parents, specialists and school staff to ensure that the needs of the child are met * Advice is also taken from the place to be visited in terms of their facilities and accessibility | |
| **8. Accessibility of the school environment** | |
| **8.1** | **How accessible is the building for children with mobility difficulties / wheelchair users?**   |  | | --- | | The building can cater for wheelchair uses and those with mobility difficulties. | |
| **8.2** | **Have adaptations / improvements been made to the auditory and visual environment?**   |  | | --- | | The school has taken advice from auditory/visual specialists to adapt the school environment to support children with visual and auditory impairments in class and around the school. | |
| **8.3** | **Are there accessible changing and toilet facilities?**   |  | | --- | | The school can offer a disabled toilet with wet room. | |
| **8.4** | **How do you ensure that all the school’s facilities can be accessed by children with SEND?**   |  | | --- | | The school take advice from specialists to adapt the current environment. | |
| **8.5** | **How does the school communicate with parents / carers who have a disability?**   |  | | --- | | The school work with the parent, Family Support Advisor and take advice from specialists if necessary. | |
| **8.6** | **How does the school communicate with parents / carers whose first language is not English?**   |  | | --- | | The School tries, where possible to involve adults who can interpret and act as a translator between school and home. | |
| **9. Preparing my child to join a new school / next stage of education** | |
| **9.1** | **What preparation will there be for both the school and my child before he or she joins the school?**   |  | | --- | | * Liaison with current pre-school or setting and visits to meet the child in that familiar setting * Planned transition programmes which will include visits into school for the family * Photos * Booklets with team information * Meetings with the family and specialist services involved with them * Inclusion Manager to attend TAFs, annual reviews etc if appropriate | |
| **9.2** | **How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**   |  | | --- | | We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.  **If your child is moving to another school:**   * We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. * We will make sure that all records about your child are passed on as soon as possible.   **When moving classes in school:**   * Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All School SEN Support Plans will be shared with the new teacher. * If your child would be helped by a book to support them understand moving on then it will be made for them. * Photos of key adults and places in the new team. * Next teacher to see child in current setting or team area. * Next teacher to see child in current setting or team area. * Parents introduced to teachers / T.As as appropriate.   **In Year 6:**   * The Inclusion Manager will support any children requiring additional visits. * Vulnerable transition days are arranged with all secondary setting for pupils who may find transition more of a challenge. | |
| **9.3** | **How will my child be prepared to move on to his or her next school?**   |  | | --- | | Information will be passed on to the new class teacher in advance and in most cases, a meeting will take place with the new teacher and parents. All School Support Plans and other documents will be passed on to the new school.  The Inclusion Manager will support any children requiring additional visits. | |
| **9.4** | **How will you support a new school to prepare for my child?**   |  | | --- | | * Meet and discuss individual needs in Year 5 if the child has a statement of educational need * Suggest new school come to visit child in current setting * Share good practice and strategies with new school staff * Teaching Assistant may accompany visits to the new school * Vulnerable child transition programme is offered by some schools * Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details | |
| **9.5** | **What information will be provided to my child’s new school?**   |  | | --- | | Pastoral information will be provided to the new setting.  Where appropriate, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and that have been successful. | |
| **9.6** | **How will the school prepare my child for the transition to further education or employment?**   |  | | --- | | N/A | |
| **10. Who can I contact to discuss my child?** | |
| **10.1** | **Who would be my first point of contact if I want to discuss something about my child or if I am worried?**   |  | | --- | | * Class teacher * Team leader * Inclusion Manager * Headteacher | |
| **10.2** | **Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**   |  | | --- | | School can contact the Family and Parenting Support team or Vulnerable Children’s Education team should home schooling be needed at any time. | |
| **10.3** | **What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**   |  | | --- | | A school notice board signposts contacts for agencies such as Reach. Staff are always happy to help parents/carers find support groups as needed. | |
| **10.4** | **What arrangements does the school have for feedback from parents, including compliments and complaints?**   |  | | --- | | * The School keeps files of all feedback from parents.  This includes evidence of actions carried out as a result of feedback * The Headteacher holds Headteacher Surgeries twice per year * The Inclusion Manager has regular meetings with parents * Feedback by annual Parent Questionnaire * Contact Inclusion Manager or Headteacher to deal with complaints | |