



Portreath School

Our SEN information report

Date: December 2022

Statement about the inclusive and accessible nature of the school

We are a small village school and we want everyone in our school community to feel welcome and valued within our setting. All members of staff and Governors understand the importance of not just accepting difference but of genuinely valuing it, and we understand the positive impact that all pupils can have on our setting.

Admission decisions of all pupils into the school are made by the local authority.

Although a large section of our school is very old and, therefore, much thought has to be given to adaptations and class organisation, we have three new classrooms which are all large and spacious, as are our corridors and hall. The building is wheelchair accessible and, although not currently installed, we have a room, and a plan, should we need accessible toileting and showering facilities.

At Portreath we strive for all of our pupils to reach their full potential in every aspect of their development and learning. We encourage working towards independence and understanding being a successful learner from Reception, but are always aware and willing to provide extra support when needed. Our school fosters teaching and learning creatively ensuring appropriate levels of challenge for each pupil using a variety of learning preferences.

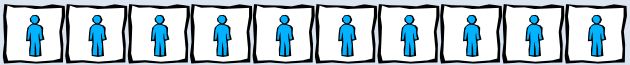


All pupils are encouraged to take part in school activities, regardless of whether they are in curriculum time or not. The school works hard with parents to make arrangements that allow pupils to experience trips, adapting aspects so that all pupils get similar experiences. There is a marked parking space to make access to the grounds easier through the side gate of the car park.






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The levels of support and provision offered by 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> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. • Student voice is represented in all aspects of school through; school council, pupil conferencing and questionnaires or surveys. • We have a 'I wish my teacher knew...' postbox that all children can use if they ever need it 	<ul style="list-style-type: none"> • Students with SEND are encouraged to take part in all consultation groups. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of Individual Learning Plan (ILP) meetings, annual reviews and TAC meetings. • All ILPs and individual targets are presented in a format that is accessible to the student.

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> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students are invited to attend parent consultations twice yearly. • Full reports are sent home to every child in the Summer Term. • Home/School diaries encourage dialogue between parents/carers and school. • Parents/carers know who to contact if they have a concern and are encouraged to do so if they have any worries or questions • Parents/carers are contacted via, email, telephone, Class Dojo and our text message service to ensure all families receive individual messages from school staff. • There is a weekly newsletter with key information and advice, it also celebrates children's learning and signposts parents to support • Parents/carers are encouraged to join in with things such as open afternoons, sports days and seasonal celebrations. 	<ul style="list-style-type: none"> • Parents/carers are able to, and are encouraged, to contact school with any query or concern at any time. • The Head Teacher/SENDCO and teachers work together to signpost parents/carers to agencies for support. • Parents/carers are informed of any additional intervention their child receives. 	<ul style="list-style-type: none"> • Parents/carers are actively involved in TAC meetings, ILP reviews and annual reviews. • Parent/carer views are an integral part of all meetings. • All documentation is presented in a format that is accessible to individual parents/carers. • Parents/carers are informed when their child moves onto or off the SEN record of need.




<ul style="list-style-type: none"> • There are always paper versions of newsletters and information available in school for those without electronic communication systems. • We have a 'Facebook' page. • The school PTA offers support and fund raising to the school. • Parents/carers are encouraged to hear their child read daily. • Families are invited to attend open classroom sessions and celebration assemblies, as well as educational workshops delivered by staff. 		
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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> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • All children, regardless of ability or additional needs, have full access to the curriculum. • The curriculum is broken down into small steps so that it ensures progression • Data analysis using Target Tracker is used, to support teachers, in identifying pupils who require specific intervention. • Knowledge Organisers which include key facts and vocabulary are used in school and copies are sent home to 	<ul style="list-style-type: none"> • Intervention packages are bespoke and need led. • The progress of children on the intervention programmes is measured regularly and monitored by the SENDCO and Senior Leadership Team. • Small group interventions include: <ul style="list-style-type: none"> -Phonic invention sessions -Pre-teach Maths groups -Keep up sessions in Maths and English -writing intervention groups -Small group teaching -Social skill / nurture groups -Funtfit 	<ul style="list-style-type: none"> • Children with additional needs are able to access the curriculum, sometimes with the support of adults in the classroom, sometimes independently. • All children, regardless of ability or additional needs, are included in all school activities, extra-curricular clubs and school trips, including camp.




enable, including those children with SEND, to learn key words before meeting them in lessons and consolidate learning	-Fine motor skills and handwriting	
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> The whole school uses a 'dyslexic friendly' approach to teaching and learning. Lessons are carefully planned to include a focused learning intention, and are differentiated accordingly. Children work in attainment groups, mixed attainment groups, friendship groups, pairs and independently during the school day. A variety of learning styles are used. Learning objectives are displayed and discussed. Peer reviewing is used to ensure all children are involved in the marking process. Teachers mark regularly ensuring feedback is positive, improvement points, and where appropriate, next steps are identified. Children are given adequate 'take up time' to ensure they can improve their learning, taking account of the marking 	<ul style="list-style-type: none"> Teachers ensure teaching assistants have access to planning to ensure that higher attaining children and those with SEND have targeted support and provision. Teachers and teaching assistants work with small groups to: <ul style="list-style-type: none"> -ensure understanding -facilitate learning -foster independence -keep pupils on task Teaching assistants are used widely within the classroom to ensure the independence and progress of children and to ensure all other children in the class are on task and understand the learning intention. Teachers use a range of strategies including: mini plenaries and IPAD (visualiser) to assess the understanding of the learning objective and address any misconceptions. Identified children have access to 	<ul style="list-style-type: none"> Personalised and highly differentiated tasks are provided to enable independent learning. Extra support would be put in place for pupils who need more intensive support above and beyond what is currently available in the classroom, e.g. for those with physical difficulties, sensory needs, speech and language difficulties, social skills, autism, dyslexia and severe learning difficulties and support sought from the relevant agencies Teachers and teaching assistants are given time to assess targets and provide activities set by the Speech and Language Therapist to ensure targets are being focused on in school as well as at home. Alternative ways of recording are used for individuals who have difficulties with coordination, with advice sought from agencies such as OT and the advisory teacher for physical difficulties.




and improvement points/next steps. <ul style="list-style-type: none"> Targets are set for each cohort by the Class Teachers, in consultation with Senior Leaders, for the end of year. 	NESSY- ICT provision for spelling and reading and Reading Doctor apps	<ul style="list-style-type: none"> Specialist support and advice is sought from the school's educational psychologist and school's speech and language therapist as needed All children on the RON have a provision map that summarises support given and key barriers.
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Resources are available for children to use independently within the classroom. All pupils have access to extra-curricular clubs which encourage independence and self-help skills. All pupils are encouraged to change independently for PE, swimming, extra-curricular clubs and sports days/activity days. Teachers establish clear set routines and also, if needed, display a timetable of the day which is used to support children who rely heavily on routine. Children regularly get involved in activities that encourage them to work as part of a team. The school has 5 learning behaviours that 	<ul style="list-style-type: none"> Teachers and teaching assistants facilitate independence from all pupils. Pupils have access to personalised equipment to help them learn, such as talking tins, overlays, timers, pencil grips, ear defenders, as well as common classroom resources such as dyslexic friendly rulers. Sensory equipment such as Chewellery, wobble cushions to help children to self regulate Children might have individual learning prompts such as spelling mats 	<ul style="list-style-type: none"> Some children have personalised visual timetables. Some children have prompt cards and next steps forms. Some children have specialist equipment such as ear defenders, technology such as I pads to support vision difficulties which they access independently as needed




<p>are promoted-the children are encouraged and helped to be brave, ready, resilient, responsible and happy</p> <ul style="list-style-type: none"> • Growth mindset is taught and promoted • Metacognition is taught 		
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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> 
<ul style="list-style-type: none"> • PSHE, mindfulness and circle time sessions include all pupils. • We are a nurturing school and aim to develop the whole child. • Pupils have access to the SENDCO and adults throughout the school who are always available if children need to talk. • Risk assessments would be put in place if it were deemed necessary. • Staff have received TISUK (Trauma Informed and Mental Health Aware School) training and use this approach to support the emotional wellbeing of the children. • The school has a relationship policy • There is a 'I wish my teacher knew' 	<ul style="list-style-type: none"> • Children can become playground leaders and Y6 buddies, helping the younger children settle into the playground and playing with individuals who feel lonely or upset. • There is a friendship stop on the playground if children need someone to play with • The SENDCO or appropriately trained TAs work with small groups of children on developing social skills and emotional resilience. • 1 to 1 mental health support sessions guided by TIS principles (Trauma informed and mental health school) are offered to those who need it 	<ul style="list-style-type: none"> • TACs/Early Support meetings and annual reviews are supported by a range of agencies and all support and advice is actioned accordingly. • Additional support for pupils can be requested from: <ul style="list-style-type: none"> -CAMHS -Social care -Penhaligon's Friends -Educational Psychologist -Dreadnought -Occupational Therapist -Local Authority support teams -Speech and Language Therapist -Behaviour Support Service -Local secondary schools




<p>postbox for children to express their worries</p> <ul style="list-style-type: none"> Well-being and mental health is often discussed in class and in assemblies The school has a kindness tree and kindness is a quality that is promoted throughout the school 	<ul style="list-style-type: none"> When necessary the school works in partnership with Penhaligon's Friends to help children deal with bereavement. For some children various types of work breaks are given (a change in activity, physical movement, structures activity) as part of their structured timetables. 	<p>-Dyslexia team</p> <ul style="list-style-type: none"> Pupils with specific medical needs have individual health care plans, which are monitored and regularly updated by our First Aider. Key staff have team teach training, if necessary. The school have created 'The Glade' which is a quiet space for children who need someone quiet to chat with an adult about concerns and worries
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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> 
<ul style="list-style-type: none"> All children have opportunities for social interaction, regardless of need and ability. All students belong to a class with a named class teacher. All students are invited on trips and visits. Appropriate risk assessments are completed for trips, visits and activities to ensure all pupils are safe and their needs will continue to be met whilst out of school. All children have the opportunity to join extra-curricular activities regardless of need. 	<ul style="list-style-type: none"> Children can become playground friends, helping the younger children settle into the playground and playing with individuals who feel lonely or upset. Year Six children have a buddy in reception that they spend time with and help settle into school. All children have the opportunity to become a school councillor, representing their class at regular meetings. The SENDCO/Head work with other staff to support social interactions with 	<ul style="list-style-type: none"> The SENDCO works with teachers and teaching assistants to use social stories with individual children. Support plans are put in place for those children who need individual support with social interactions




<ul style="list-style-type: none"> • Every child belongs to one of the 4 school teams • Teachers focus on rewarding good behaviour to promote a positive learning environment.. • Classes use circle times to promote positive behaviours and attitudes. • We are a nurturing school and aim to develop the whole child 	<p>children who find this difficult.</p> <ul style="list-style-type: none"> • Use of interventions such as Time to Talk 	
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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas are wheelchair accessible. • There is a facility for an accessible toilet should it be required. • Questionnaires have shown that children feel safe and happy in the school environment. • The school grounds are safe and secure during the school day. • Bullying is minimal and always dealt with until the point of resolution and monitored. • The Head Teacher is the named child protection officer and designated safeguarding officer. • All areas of the school are inviting, engaging, positive and support learning and/or value 	<ul style="list-style-type: none"> • We use a range of outside areas, this allows for quieter areas, where some children prefer to spend their time. • There is at a glance document in the office with key points about a range of children with SEND and medical needs in every class. This is used for supply teachers and other adults working directly with the class. 	<ul style="list-style-type: none"> • Some children have access to specialist equipment within the classroom, such as writing slopes, wobble cushions and pencil grips. • We have 'The Glade' which is a specially designed small room for children who need a quiet calm space for self-regulation or to chat with a member of staff • All teachers are made aware of individual children who may need quiet areas within the classroom, children who need to be seated near or away from the door or have a special den set up




children's efforts. <ul style="list-style-type: none"> • The rewards and sanctions systems are robust and displayed around the school • We have an outdoor classroom. 		<ul style="list-style-type: none"> • All children on the RON have a provision map that summarises support given and key barriers which might link to the environment.
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Transition from the Foundation Stage to KS1 is handled carefully, with moderation of attainment between teachers and classroom visits for the children. • Transition discussions and notes from one teacher to the next teacher ensure all necessary information including SEND, medical, behaviour and family background is passed on effectively. • All children have the opportunity to visit local secondary schools for extra-curricular visits and activities throughout their primary years. • Taster days are available for Year 5 and 6 children to local secondary schools • Individuals joining our school from a different 	<ul style="list-style-type: none"> • Small groups of children have additional visits to our school before starting and some have additional visits to their chosen secondary schools. • There are strong links with local secondary schools. The Year 6 teacher and Head identify those who need additional visits. 	<ul style="list-style-type: none"> • Children with specific SEND will have a transition book made with photographs and information about their new class/setting/key staff included if this meets their specific needs. • Children with SEND, who join our school from a different setting, will be offered the opportunity for a phased transition if it is felt necessary. • Pupils with SEND or vulnerable pupils have extra transition visits to their chosen secondary schools. • The secondary school SENDCO is invited to annual reviews for children

<p>setting will be given a 'buddy' within their class as they settle.</p>		<p>in Year 6 with an EHCP.</p> <ul style="list-style-type: none"> Provision maps are passed on and staff meet to discuss any child on the RON. The new teacher uses the ILP for the first month before reviewing and creating a new one for the term.
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • Our SENDCO regularly attends SENDCO training and SENDCO network meetings • The school is supported by SENDCOs with Crofty MAT who have achieved the SEN National Award. • The majority of staff are first aid-trained and have renewed training when required. • Mrs Kerslake, Mrs Pamplin and Mrs Forsdick are both accredited 'Trauma and Mental Health Informed School' (TISUK) practitioners. • All staff have received TISUK training 	<ul style="list-style-type: none"> • Different members of staff have attended the following training to know how best to support children with: dyslexia, vision difficulties, hearing loss, autism, sensory needs, physical needs, speech and language difficulties • All staff have attended TISUK training. • Staff have received training to use apps such as Reading Doctor and Nessy • Mrs Kim Goldsborough has achieved her awards in ELKLAN Speech and Language course 'The Communication Friendly Classroom' 	<ul style="list-style-type: none"> • A member of staff is Team Teach trained and further members will be trained if needed • Mrs Nicola Middleton and Mrs Sam Forsdick have had extensive training on autism. • Support staff are trained on the use of 'Toe-by-toe' a reading and spelling programme. • Mrs Kerslake, Mrs Pamplin and Mrs Forsdick are both accredited 'Trauma and mental health informed school' practitioners.
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11. Services and organisations that we work with:

Service/organisation	What they do in brief
Assessment and Education Provision team	
Speech and Language Team	Assess children's speech and language needs – providing guidance to schools and where the need warrants it, they work with the children.

Penhaligon's Friends	Support schools and children in dealing with bereavement.
Educational Psychology Services	Identify specific barriers to learning and offer advice and support to both school and parents.
Dreadnought	Work with individual children and families to meet a range of needs.
Dyslexia support service	Offer schools training, advice and further support.
Autistic spectrum team	Offer schools training, advice and further support.
Child Adolescent Mental Health Service (CAMHS)	Work with schools and families in assessment and support in this area.
SENDiASS (formerly Parent Partnership service)	Work with children, parents and support services providing legally based impartial, confidential and accessible information.
Education Welfare Service	Support and help to pupils, parents and schools who may be having problems with attendance.
Health Service	Provide support to parents and schools e.g School Nurse.
Portage	Provide a home visiting educational service for pre-school children with additional support needs and their families.
Social Care	Providing support and intervention to vulnerable families.
Local Authority Support Service	Offers a range of services to schools, parents and families.

12. Pupil progress

How you assess and review pupils' progress towards outcomes, including how you work with parents and young people

All pupils are regularly assessed in a range of ways. These include: daily formative assessment against the intended objectives of the lesson; after lesson marking of independently completed work; observations of pupils tackling tasks; weekly tests for spelling; mental maths activities and more formal assessments throughout their time in school. We produce a brief report in February about your child's learning and progression, in order to allow discussion and build on successes so far, whilst addressing particular needs. An end of year written report is also shared with parents. Parent consultations, twice yearly, will give you the opportunity to see how well your child is doing in school and the progress they are making. We hold open class sessions, which also give you the opportunity to look at your child's work

and discuss any concerns with the class teacher. All teachers are happy to make time to talk to you about your child at a time convenient to you both.

13. How we know how good our SEN provision is

How you evaluate the effectiveness of provision for pupils with SEN

All pupils in our school are monitored and tracked on a progression system, where pupils making less than average progress are discussed and supported to overcome any barriers to their learning. Each Teacher produces provision maps for each child on the record of need and if appropriate an individual learning plan (ILP). Pupil progress meetings take place each term which address the needs of learners who are not making sufficient progress or who are behind on attainment. However, we understand that academic progress is often only a small indicator of some pupils' successes in school. We, therefore, also regularly consider pupils' emotional wellbeing, friendship and communication skills and sensory needs, amongst others. We then target these needs through a variety of support packages. Pupil conferences take place with children on the Record of Need to help us evaluate our provision. Our School Improvement Partner evaluates SEND as part of the termly visits. SEND is evaluated as part of the school development plan.

14. If you wish to complain

How you handle complaints about SEN provision

Initial concerns should be raised with your child's class teacher. If you are still concerned after this step you can contact Sue Fazakerley (SENDCo) and/or Mrs Cassie Pamplin who is the head. Initial concerns can be discussed on the telephone or alternatively an appointment can be made for a mutually agreeable time to meet. At this stage, if you are still concerned about the provision then the Governing body can be contacted through private and confidential mail to the Chair of Governors: portreathchair@croftymat.org

Cornwall's Local Offer can be found on:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?newlocalofferchannel=0&id=aq6QKb5BEPE#:~:text=Cornwall%E2%80%99s%20SEND%20Local%20Offer%20describes%20the%20provision%20that,make%20informed%20choices%20about%20the%20support%20they%20receive.>

Answers to Frequently asked Questions

1. How do people in school know if a pupil needs extra help?

Teachers monitor children's progress in all areas of learning carefully and refer any child they have concerns about to appropriate targeted groups. This is monitored carefully by the Teacher, SENDCO and Head. Pupils have end of year targets and progress towards these targets is analysed every term. Pupils who continue to raise concerns about progression will be referred back to the Head/SENDCO for continued analysis and further targeted support. Pupils with specific needs who receive support from outside agencies, such as Speech

and Language Therapy, will have additional targets based on their need. These targets are shared with the class teacher and then written onto an Individual Learning Plan which is monitored regularly by the Class teaching teams and termly by the SENDCO.

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

Your initial concern should be raised with your child's class teacher. If you remain concerned please contact Mrs Cassie Pamplin (Head Teacher) or Sue Fazakerley (SENDCo).

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

We use a broad and balanced curriculum which is cross curricular and involves lots of practical activities. Teachers plan effectively to meet all children's needs through appropriately differentiated activities and cater for a range of learning styles.

4. How do school staff support me/my child?

Support staff in school work in a variety of ways, but always under the direction of a qualified teacher. The school office is the information centre of the school and is always a good place to go if you require further information about the day to day occurrences around the school. Class based teaching assistants are there to provide support to teachers and children alike and often become a point of contact in the classroom for parents. Some support staff deliver elements of the curriculum alongside other teaching colleagues. Throughout school support staff deliver intervention groups to help pupils feel confident in a variety of areas across the curriculum. Our TIS practitioners also support pupils with a range of needs.

5. How will I, and my child, know how well they are doing?

We produce a brief report half way through the year and a full written report at the end of the year, on your child's learning and progression, in order to allow discussion and build on successes so far, whilst addressing particular needs. Parent consultations, twice yearly, will give you the opportunity to see how well your child is doing in school and the progress they are making. In class, teachers and support staff regularly share targets with all pupils, encouraging them to actively work towards achieving each next step. In some cases pupils needs require the use of Individual Learning Plans and provision maps which are written in conjunction with the parents and child. These are then used vigorously in class to keep the focus on particular pupils individual next steps in learning.

6. How can you help me to support my child's learning?

As a school we run information evenings to help parents understand the way we currently deliver aspects of the curriculum, i.e. Maths evenings. We offer in school training sessions for parents when it is clear there is a demand for such i.e. ICT courses. Teachers prepare class information booklets which provide parents with information about the class. At least once a term class leaflet and a knowledge organiser are produced and sent home to give information about upcoming learning and homework ideas. There are English, maths and spelling letters/leaflets for each year group.

7. What support is there for my child's overall wellbeing?

As a whole staff we take the children's overall wellbeing very seriously. All staff spend a considerable time talking to children when things

go wrong, both to unpick the immediate problem but also to look for solutions for the next time something similar arises. The school staff work with individuals and small groups of children to strengthen their self-esteem. Currently outdoor learning is being used successfully in this area. Parents and children are asked to take part in surveys each year and we use the results to help monitor the successes of the school and as a starting point for any changes that might need to be made. Throughout the school children take part in mindfulness activities and circle time discussions.

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

The school gates are always shut during the school day, with padlocks on certain gates allowing children freedom around the school grounds whilst keeping them safe. Registers are taken at the beginning of each session to ensure all children are present and teachers are aware of where children are at all times. Members of the public are required to sign in through reception before entering the main school building. We take all incidents between children seriously in school and make sure a resolution is found.

9. How is my child included in activities outside the classroom including school trips?

All children are given the opportunity to attend extra-curricular activities and school trips, regardless of need or ability. Children will usually be supported on school trips as they would be within the classroom (although this is not always the best option, depending on the activity and particular need) and risk assessments will be completed prior to the trip.

10. How accessible is the school environment?

We have endeavoured to make our school as fully accessible as possible, in line with County Council, for children, young people and adults with physical difficulties. We have an easy access parking space in the car park, wheelchair access and have a facility for an accessible toilet.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

Transition times are handled very carefully, especially for children with SEND. Prior to entry into the setting the reception class teacher visits linked, early provision, settings and does a home visit to each family. We then hold learning together sessions for new pupils and parents in the school for several weeks. Where a child has SEND the school endeavours to involve key staff members at this time. During their time in school relevant information is passed onto the next teacher, both verbally and in written formats. Individual Learning Plans are transferred to the next class and SEND information is made available early to enable the next teacher to prepare and plan effectively. When appropriate, teaching assistants may work with children to create a transition book, full of photos and information about their new class and teachers. In Year 5 and 6 transition activities are arranged with local secondary schools. Children with SEND are fully supported in these activities, as in school. Where it is deemed necessary by the school or parents, early communication with secondary settings allows for extra transition visits to be arranged.

12. How are the school's resources allocated and matched to pupils' special educational needs?

Regular meetings take place regarding the progress and attainment of all pupils. Those pupils who are making insufficient progress are supported in a variety of ways and their progress is closely monitored by the Head Teacher and class teacher. Support staff and other resources are used across the school and are subject to change, should the need arise.

13. How is the decision made about what type and how much support each pupil receives?

Decisions about how resources are used throughout the school are taken by the senior management team and are dependent upon a variety of factors. Resources are usually preferred when they can be used by a variety of children rather than just singling individuals out. Often a simple classroom change in practice is beneficial to all – i.e. whole class visual timetable rather than individual ones. This is also true of the important resource of support staff in classrooms, where the goal must be developing learner independence alongside access to the curriculum. ICT resources are available in all classes, as well as a more extensive central resources base.

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

We believe that children make the best progress when all parties work together and communicate effectively. We value parents as partners in children's learning and success. We also encourage children to understand and take responsibility for their part in the learning process. If a teacher has concerns about your child's progress they will address this with you either face to face or over the phone alternatively, if you have any concerns, do not hesitate to raise them with the school.

15. Who can I contact for further information?

Sue Fazakerley or Franki Baseley - 01209 842542.