

Long Mountain Cof E Primary School

SEN Information Report

Drawn Up: September 2017

To be Reviewed on: July 2018

Long Mountain Cof E Primary School

We are an inclusive Church of England school community where each child knows they are loved and valued for who they are and can grow to their full potential. We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Our ethos in practice is regularly reviewed by our SEN Governor— Mrs Alison Harvey

"SEN children are very well supported in their learning. All staff are extremely skilled in assessing individual pupil needs and progress, providing the necessary in class support and intervention for these children. The termly personal plans allow pupils to take ownership of targets and give responsibility and guidance to parents/carers to support progress."

Our SEN information report 2017 -2018

Introduction/Overview

In September 2016 Hope, Worthen and Westbury schools moved on to one site (Worthen school). In September 2017 Hope School and Westbury school officially closed and Worthen became Long Mountain CE Primary. Building work to extend the school began in the Autumn term 2017. The school also operates a pre school, which is based at Worthen Village Hall, until the completion of the purpose built pre-school accommodation on the school site, planned for July 2018

Long Mountain Primary teaches children from reception—year 6. We currently have 91 pupils on roll. We have four classes. Class 1 has reception and year 1. Class 2 has year 2 children. There are year 3 and 4 in class 3 and year 5 and 6 in class 4. We currently have 2 children with Education Health Care plans and 1 with a statement of educational needs. Each term the class teachers meet with the parents of these children and other identified children to set targets and plan interventions for support. We are an inclusive school and every child is encouraged to reach their full potential. We believe that every member of staff plays a key role in supporting children with special educational needs. The Long Mountain preschool has 20 children on roll. The Special needs co-ordinator is Miss Gemma Edwards.

Summary of responsibilities

People who support children with Special Educational needs

Head teacher: Mrs Jane Gill

SENCo: Miss Gemma Edwards

**Class teachers: Mrs Walker, Miss Carnafon, Mr Feltham, Miss Edwards
Mrs Ruxton , Mrs Alston**

Teaching assistants: Mrs Norton, Miss Dowle, Mrs Cockerham—Barker, Mrs Marshall, Mrs Harbridge, Miss Pritchard and Mrs Nevison.

Long Mountain pre- school leaders and Teaching assistants : Mrs Wilde, Mrs Evans, Mrs Beecroft, Mrs Hubbard and Miss Lewis

Summary of responsibilities

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet the needs of your child (known as differentiation).
- Writing a weekly plan to support the provision of interventions across the week.
- Reviewing the weekly plan and planning for next steps.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support, adapting resources etc).
- Writing learning targets and sharing and discussing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering 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.
- Ensuring that the Safeguarding and welfare requirements along with the learning and development requirements of the EYFS are met.

Summary of responsibilities

People who support children with Special Educational needs and a summary of their responsibilities:

SENCO (Special Educational Needs Coordinator): Miss Gemma Edwards

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing their progress
 - involved in planning their next steps for learning
- Liaising with all the other agencies who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the schools' SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers/pre school leaders and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher/pre school leader to write learning Targets for your child to achieve.

Teaching Assistant (TA): Mrs Denise Nevison, Miss Rachael Dowle, Mrs Ali Marshall, Mrs Heather Norton, Mrs Deb Cockerham, Mrs Dawn Harbridge, Miss Pritchard

They are responsible for completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENCo.

They are responsible for monitoring the daily support that your child receives to ensure that they receive the supported which is stated within their provision map. As a school we welcome a daily/weekly dialogue between parents and TA's on how a child's day/week has been and we do actively encourage this regular feedback.

Summary of responsibilities

People who support children with Special Educational needs and a summary of their responsibilities:

Head Teacher: Mrs Jane Gill

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will delegate responsibility to the SENCo and class teacher but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities.
- Monitoring the support your child is getting.
- Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc as necessary.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- To provide specialist support for teachers and support staff in school so they can help pupils with SEND in the school to achieve their potential.
- Ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensuring that the Safeguarding and welfare requirements along with the learning and development requirements of the EYFS are met.

SEND Governor: Mrs Alison Harvey

The governing body are responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made the necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to governors on the success of SEND provision within the school, through monitoring of data, planning and book scrutinies.
- Ensuring that the Safeguarding and welfare requirements along with the learning and development requirements of the EYFS are met.

How we consult with parents and carers of children with Special Educational Needs and/or Disabilities

- Termly meetings are held by the class teacher/pre school leaders with parents and their child to review and update the one page profile and the child's personal plan. These meetings are in addition to termly pupil progress meetings.
- Children are involved in creating their own personal targets for progress and they are also involved in reviewing their own progress.
- We have an 'Open door' policy where parents can meet with staff about any concerns/questions they may have.
- We arrange for parents to meet with outside professionals in the school setting.
- The SENCO and/or head teacher will meet with parents to go through external agency reports.

How we consult with our pupils with Special Educational Needs

- The children are included in the termly meetings with the class teacher and parents to update their personal profile and to set new learning targets on their personal plan.
- If the child has a statement or has an EHCP then he/she is asked to have an input in to the form for the annual review meeting.
- At the transition stages the statemented child is consulted about what he/she would expect in the next stage/school.
- We have a school council where children's voices are heard.
- Our PSHE programme allows children to have time to think and share their thoughts.
- We encourage all children to reflect on their learning and discuss their different learning styles.

How we support our pupils at times of transition

From home to pre-school:

- Home visits are carried out by the pre-school leaders where appropriate.
- Prior to enrolling at pre-school, parents and the child are invited in to school for a taster session.
- A key person is allocated to the child during the home visit.
- Learning journeys/Tapestry journeys are shared frequently and the progress which is made is discussed in termly meetings.

From pre-school to class 1

- The children attend taster sessions during the Summer term.
- Parents are invited in to lunch during the summer term
- Parents are invited in to school for an information meeting during the summer term.
- Parents are invited in to a parents evening to discuss progress three weeks after the children have started in Class 1.
- Parents can meet with the SENCo if required.
- Progress data is shared.
- Parents are provided with an EYFS profile report at the end of term. If the targets from the EYFS profile are not met then they are continued within the first year of school.

From class 1 to 2, from class 2 to 3, from class 3 to 4

- Children will have a taster session (move up day) in their new class during the summer term. Extra sessions can be arranged if required.
- Teachers liaise to share one page profiles and personal plans and other general information about a child.
- Progress data is shared.

How we support our pupils at times of transition

Transfer to secondary school:

- Children will be visited by the year 7 co-ordinator in our setting.
- Children will have visits to secondary school—extra visits will be arranged where necessary and will be supported by a teaching assistant.
- Year 7 co-ordinators and secondary SENCo's are invited to annual reviews.
- The year 6 teacher will meet with the year 7 co-ordinator and the secondary SENCo.

If your child is moving to another school:

- We will contact the new school's SENCo 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.

How we adapt our curriculum and learning environment to include pupils with Special Educational needs

- Up to date access plan—disabled access, disabled toilet facilities etc.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies, e.g. writing slopes, stability cushions, easy-grip scissors, phonics sound mats, high frequency word lists and flash cards, pencil grips, cool kid's resources, Clicker etc.
- The use of age appropriate play resources and general resources within the pre-schools and class 1.
- The quantity of adult led sessions within pre-school would be adapted according to need.
- Teaching assistants support children with SEN on a one to one basis or in small groups in each class.
- We follow advice from outside agencies and purchase resources that are recommended and also follow programmes that are recommended.
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Bean stalk reading recovery scheme.
- Regular access to computers and computer programmes which enhance learning.
- Provision of individually tailored visual support packages for specific children including visual timetables and behavioural cue cards.
- Loudmouth theatre production visits.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication needs.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> On home visits/visits to pre-school we find out if a child has had any involvement with SALT or if the parents/carers have any concerns. The 2 year old progress checks can be used as an identification tool. We observe children in class, at playtimes, lunchtimes etc. We look at progress through the EYFS development matters stages of development. We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child's general well being. A personal profile might be appropriate for target setting and reviewing progress. Refer a child to SALT to get expert advice 	<ul style="list-style-type: none"> Follow advice from external agencies. Provide suitable trained teaching assistants to run speech and language programmes. Resources will be purchased to support children e.g. speech and language games, recording equipment etc. <p>Receptive language issues;</p> <ul style="list-style-type: none"> Make sure that instructions are simple and clear. Provide support for children to make sure that they understand what is expected. <p>Expressive language issues;</p> <ul style="list-style-type: none"> Build time in for children to take part in activities to develop expressive language. Provide support for children through experienced teaching assistants in the class. 	<ul style="list-style-type: none"> Refer children to the speech and language service for support and advice. Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups. Private speech and language practitioners have worked in school if parents have requested. Nurture groups have been set up in school to give children time to work in small groups with an experienced adult. Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

<ul style="list-style-type: none"> Review progress through a speech and language programme with outside agency guidance (e.g. fluency team) 	<p>Articulation of sounds issues;</p> <ul style="list-style-type: none"> Children may have specific speech and language programmes to follow—trained teaching assistants will administer these programmes with children on a one to one basis or in small groups. 	
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. • Provide a personal plan which is reviewed termly. 	<ul style="list-style-type: none"> • Provide adaptations to the curriculum or style of teaching to cater for individual needs—e.g. giving clear, precise and direct instructions. • Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated). • Use social stories in small nurture groups or on an individual basis. • Support would be provided for children if they needed some 'time away' from the classroom to pursue some more individualised learning. 	<ul style="list-style-type: none"> • Refer children to Woodlands Outreach Service for advice. • Refer children to the educational psychology service for advice. • Refer to CAMH's for advice. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

Cognition and learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Refer to LSAT for additional support and advice. 	<ul style="list-style-type: none"> • Adapting to children by using different learning styles, for example, precision teaching, multi sensory learning. • Differentiating work. • Providing support from the teacher or teaching assistant in small groups or on an individual basis. • Having children in target groups or booster groups within the class. • Providing children with SMART targets. • Providing support for pre-learning. 	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Purchase resources to support children. • Support children through additional adult support in the classroom. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home. • Precision phonics. • Precision Reading. • Phonics books.

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Analyse year one phonics screening results. • Screening programme being trialled in year 3 by LSAT. • Refer to LSAT for additional support and advice. 	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Adapting to children by using different learning styles, for example, precision teaching, multi sensory learning. • Differentiating work. • Providing support from the teacher or teaching assistant in small groups or on an individual basis. • Having children in target groups or booster groups within the class. • Providing children with SMART targets. • Providing support for pre-learning. • Providing a variety of resources to support learning above and beyond what is already in the classroom. 	<ul style="list-style-type: none"> • Providing a variety of resources to support learning above and beyond what is already in the classroom. • Lesson observation by the LSAT—noting the individual learning styles of pupils. • Providing support for parents by recommending resources to use at home. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home. • Through the use of phonics mats. • Availability of reading rulers.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We observe children in class, at playtimes, lunchtimes etc. Are children experiencing behaviour problems, are they withdrawn, attention seeking etc. • Get to know individual children well through working closely with all children. • 	<ul style="list-style-type: none"> • Developing a personalised approach to learning for that child. • Providing support—having a designated adult to work with the child. • Develop resources to support children, e.g. a memory box in the case of bereavement. • Having a calm area where the children can go to think and talk, e.g. the Callow corner or te corner of calm. 	<ul style="list-style-type: none"> • Refer to outside agencies as appropriate e.g. Woodlands, CAMH's, bereavement counselling. • Early help advice. • Training children about E-safety. • Staff keeping up to date with new emerging priorities. • The Head Teacher is involved with the local safe guarding board.—Designated child protection reviews, via the SCSB website • Supporting families with multiagency involvement. • Staff are TAMHs trained—anger management.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• We look at progress through the EYFS development matters stages of development.• Tracking progress through the national curriculum and identifying barriers to learning.• Refer to outside agencies for support for the child and family.		

Sensory and/or Physical:

1. Hearing impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• On home visits/visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.• The 2 year old progress checks can be used as an identification tool.• We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems?• Reception age children will have a hearing test in school.• Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test.	<ul style="list-style-type: none">• Children will sit closer to the teacher in lessons.• Ensure that the child is looking at you before speaking - say the child's name before speaking to them.• Be aware of background noise in different environments that may affect hearing.• Teaching assistant support may be needed to repeat instructions to the child.	<ul style="list-style-type: none">• Follow guidance from hearing impairment service.• Children may attend cool kids for sensory integration.• Teaching assistant training for maintenance and checks for hearing aids.• 1:1 support when on school trips and visits.• All staff made aware of difficulty in school during high noise level activities.

2. Visually impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • The 2 year old progress checks can be used as an identification tool. • For pupils with significant impairments a request is made with the sensory inclusion team. This is usually requested by the child's optician or by an optometrist. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find. 	<ul style="list-style-type: none"> • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays/ reading rulers.

2. Physical difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to Young Explorers we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Lesson observations, watching external coaches teaching PE • Liaise with the school nurse/ health visitor. 	<ul style="list-style-type: none"> • Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls. • Provide suitable activities to develop skills, e.g. Cool Kids as an extra activity. • Ensure that tables and chairs are the correct height. • Ensure that the environment is free from clutter and is tidy and organised. • Regular PE sessions with extra adult support and differentiated activities. • When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	<ul style="list-style-type: none"> • Cool Kids • Teoderescu • Pre-writing skills such as using tweezers, using mazes etc. • Pencil grips/tri-grip pencils. • Laptops • Dance mat touch typing programme • Interventions as suggested by the occupational therapy team. • Shaving foam, gross motor painting.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • If the child continues to be of concern the SENco will observe and either suggest intervention strategies or refer to an external agency such as the occupational therapy team. • We monitor first aid records for patterns of trips and falls. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process.

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in the school.
- The Tapestry/EYFS tracking data provides some of the evidence of the effectiveness of SEN provision in the pre school.
- The SENCo monitors Personal plans and profiles and their reviews to ensure that targets are realistic, achievable and relevant. Children and parents/carers are involved in the review.
- Lessons are monitored by the Head Teacher, SENCo, school governors and the local authority.
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
- SEN parents forum.
- Pupil provision mapping.
- Governors send questionnaires to parents.
- Are our children happy and thriving?

How we ensure access to our facilities for all of our pupils

See;

- Equality policy
- Access plan

We purchase equipment to support all children in the school. Equipment used on a daily basis may be stored in classrooms and there are central areas of storage for more specialised resources.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

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| <ul style="list-style-type: none">• After school and enrichment clubs which can include: football, KS2 sports, Dance, Children's yoga, art and crafts, newspaper, cooking, knitting• Breakfast clubs• Additional threading, cutting, balancing activities within Pre school• Residential visits• Outreach support facilitated via pupil premium.• Visits can be supported through pupil premium. |
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What support is available for our pupils with Special Educational Needs?

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| <ul style="list-style-type: none">• Pupils have support from highly trained and supportive staff.• Pupils have access to a broad and balanced curriculum which is tailored to suit individual needs.• Pupils are referred to appropriate outside agencies when we feel that the school has reached its level of expertise.• Pupils are involved in setting their own targets through personal plans.• Pupils have access to a wide range of after school clubs.• Pupils have appropriate specialist equipment provided to support their needs.• School and pre school supports families and sign posts organisations that may help children.• School and pre school provides a caring and supportive environment where children's achievements and contributions are highly valued. |
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What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

- The SENCo has completed the National Award for vulnerable learners and inclusion.
- Cool kids training.
- Training for 'Speed up' a kinaesthetic programme to develop fluent handwriting in key stage 2.
- Visits and support from outside agencies—SALT, OT, LSAT, EP.
- Early help training
- Child protection training
- Booster provision training.
- Training and support for development of the new curriculum.
- E safety
- Advice from sensory inclusion services
- Epi-pen training.
- Asthma training.
- TAMHS training.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

We refer children to the following services:

- LSAT
- Woodlands outreach service—learning, behaviour and ASD
- Educational Psychology
- Education Welfare officer
- Sensory inclusion
- Severndale outreach service
- Speech and Language therapy services
- Occupational therapy
- Physiotherapy
- CAMH's
- Multicultural team

We then act on advice from these agencies and purchase or borrow resources if necessary.

How we support the emotional and social development of our pupils with Special Educational Needs

- See anti bullying policy (part of the school's Behaviour Policy)
- We have contact with Banardos, NSPCC
- Liaise with the school nurse/health visitor for support and advice for children and families
- Nurture facilities are available within school
- SEAL work with classes—as part of the whole school planning cycle.
- The Shropshire agreed syllabus for PSHE - Respect yourself
- Supporting pupils in lessons and at playtimes and lunch times if necessary with support staff
- Providing equipment and young leaders at playtimes to engage children
- Children having a nominated person who they feel comfortable with to be able to talk to.
- Having an inclusive school ethos that values children and celebrates all kinds of achievements.
- Breakfast and after school club.

If you have any questions, concerns or complaints about our provision for pupils with special Educational Needs

Please contact the school if you wish to talk to or make an appointment with;

- | | | |
|----------------------|--------------|--------------------|
| • Mrs Jane Gill | Head teacher | Tel: 01743 891 320 |
| • Miss Gemma Edwards | SENCo | Tel: 01743 891 320 |