



Allenton Community Primary School's SEND **(Special Educational Needs and Disability)** **Information Report** **Reviewed: September 2025**

Name and role	Picture	Responsibility
Danielle Fox - Inclusion Lead and Assistant Head		My name is Danielle Fox and I am the Special Educational Needs and Disability Coordinator (SENDCo)/Inclusion Lead at Allenton Community School. Underneath this table is information regarding Special Educational Needs and Disability (SEND) in our school. Have a read or alternatively feel free to come into our school and I can discuss this further.
Lisa Richardson – SEND HLTA Liaison		Hi, I'm Lisa Richardson and I am an SEND HLTA but also known as the SEND Liaison at Allenton Primary. I predominantly work directly with children. I run lots of groups for things such as anxiety awareness, social strategies for children with ASD, Lego Therapy and Zones of Regulation.
Emma Hampton - SEND governor		Hi, I am Emma Hampton and I am the SEND governor. I work closely with Simon to ensure that the SEND provision at Allenton is inclusive and well managed. I am also the SEND Lead Associate for Transform Trust.

Introduction

All Derby City Council (LA) schools have a similar approach to meeting the needs of pupils with Special Educational Needs and disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. As a Transform Trust School, we also work closely with our family of schools across Derby and Nottingham to support each other on SEND issues.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At Allenton Community Primary School we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our Special Educational Needs and Disability Policy, which outlines the purpose, nature and management of special educational needs within our school.

The impact of Covid-19

At the beginning of the 2025/26 academic year, Allenton Primary School looks considerably different to what it did before the pandemic. Although we no longer have bubbles or such strict social distancing, some of the operational logistics of the school developed during Covid have been retained. For children with SEND, one of the main differences is that they are now more likely to be supported inside the classroom rather than outside as we have cleared the corridors to aid quick and safe movement around the school. Classrooms are also now far less cluttered, with wall displays using neutral backing paper. We also have our Oasis area where children who need a little more space and fewer distractions can meet their sensory needs. All of this combines to limit sensory over-stimulation, either visually or in terms of noise, for all children but particularly those with SEND. This year we have our Rockpool class, a nurturing and fully staffed base provision that acts as the home classroom for identified pupils with complex needs. Children in The Rockpool are registered here and spend the majority of their day in this environment. Their curriculum is highly personalised, blending academic learning with therapeutic and developmental approaches. This space provides consistency, structure, and specialist intervention.

Definition of Special Educational Needs and Disability

The Code of Practice (2015) states that a child or young person (CYP) has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or;
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The 2015 reforms had to be fully implemented by March 2018. They place the child and their family at the heart of decision-making, replacing statements with Education, Health and Care Plans (EHCPs) covering the age range 0-25 years.

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer' and can be found at <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>.

The intention of the Local Offer is to improve choice and transparency for families. It is also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Educational Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by the school policy and the provision that the school is able to provide, and is explained in this Special Educational Needs and Disability Information Report.

What kinds of special educational needs might the children at Allenton Primary School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every CHILD with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),
- Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing "Support Plans" with specific targets, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child and identifying this on the school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Overseeing support that teaching assistants (TAs) provide for your child.
- Ensuring that you are involved in supporting your child's learning.
- Ensuring the children in their class have a voice about how they are supported.

The Special Education Needs and Disability Coordinator: Danielle Fox

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support and training for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- 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.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

School contact telephone number: 01332 701144

School email address: dfox@allenton.derby.sch.uk

Head of School: Jacqui Trowsdale**

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head of School will give responsibility to the SENDCo and class teachers, but still has overall responsibility for ensuring that your child's needs are met.
- The Head of School must make sure that the Governing Body is kept up to date about issues relating to SEND.

**Since September 2022, the Head of School has been responsible for the day-to-day running of the school, but works alongside the Executive Head Teacher, Andrew Sharp, who has responsibility for the strategic leadership of Allenton Primary School as well as Pear Tree Junior School.

School contact telephone number: 01332 701144

School email address: jtrowsdale@allenton.derby.sch.uk

The SEND Governor: Emma Hampton

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.

School contact telephone number: 01332 701144

How are children with Special Educational Needs identified and assessed?

At Allenton Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking assessment information – is the child performing considerably (two academic years or more) below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENDCo where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Concerns raised by pupil
- Liaison with external agencies
- Health diagnosis

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four-part cycle:

- Assess: an analysis of child need will be carried out by the subject teacher and SENDCo. Outside agencies may also be involved.
- Plan: if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.
- Do: interventions/support will be delivered.
- Review: the effectiveness of the intervention/support will be reviewed regularly.

If the child does not yet meet the criteria to reach SEN SUPPORT, they are placed on a monitoring list and are tracked to ensure that they can receive the best support as quickly as possible if they need it. The SENDCo has this list.

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching).

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 builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This will be discussed during Pupil Progress Meeting (PPMs) which are held half termly.

b) Specific group work

Intervention programmes where children may be supported in a small group to help them fill gaps in their knowledge and understanding of a particular topic. These may take place in the classroom or a group room/area, and may be run by a teacher or a teaching assistant (TA).

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service



What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care 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 request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you and the child's own views), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory 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 the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will set out the proposed outcomes for your child and the provision required to enable them to achieve those outcomes. It will also have short and long term goals for your child. This is an annually reviewed plan and all professionals involved in supporting your child will need to meet to review the previous year's support and set the following years targets.

Sometimes, an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially;
- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo;
- If concerns remain you should speak to the Head of School.

How will the school let me know if they have concerns about my child's progress in school?

The parents of children with SEND have regular, termly meetings so any concerns can be raised during these meetings. However, if your child is identified as not making progress, and you would like to discuss your worries earlier, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have;
- Plan any additional support your child may need;
- Discuss with you any referrals to outside professionals to support your child.

How will my child be involved in the planning and assessing process?

At Allenton we believe that the child's voice is essential and a valuable part of our SEND policy. The class teacher and SENDCo regularly talk to our children with SEND to find out how they are doing in school; what they are struggling with and to hear their views about how their education and interventions can be improved. We do this through pupil interviews, questionnaires and we invite the children to attend the Support Plan and target setting meetings with their parents where they have their own section to fill in and contribute to. Each child also has a child-friendly one-page profile which is completed with the child and given out to all adults working with the child or young person so they are aware of the child's strengths, difficulties and any important information the child or SENDCo wishes for that adult to know about them.

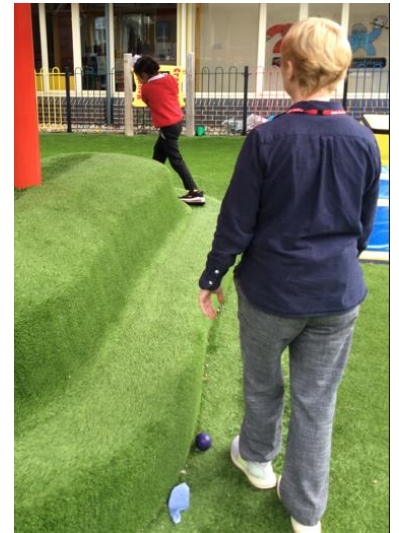
How is extra support allocated to children, and how do they progress in their learning?

The school budget is received from Derby City Local Authority, with additional funding to support children with SEND.

The Head of School and Executive Head Teacher decide on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENDCo discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. Children will be taken off the SEND register if and when targets/outcomes have been achieved and they no longer need additional support to help them catch up with peers.



Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants (TAs) working with either individual children or small groups.
- ICT support in the form of reading (Lexia)
- Teaching Assistants and Learning Mentors offering support for children with emotional and social development through communication interventions such as lunchtime clubs, preventatives etc
- Volunteers and parent helpers work with small groups to support reading



Local Authority Provision delivered in school

- Educational Psychology Service
- Specialist Teaching and Psychology Service (STePS)
- SEND Team
- Sensory support for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Family Intervention Worker to support families (Team Around the Family)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)

- Paediatricians (Community CYP Health)

How are teachers in the school helped to work with children with SEND and what training do members of staff have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD), attachment disorder and speech and language difficulties.
- Specialists in different areas of SEND also provide training for our senior leadership team and other members of teaching staff.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teaching Team or the Local Authority.
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrums Conditions, Attachment Difficulties or Specific Learning Difficulties, which is a common area of SEND in our school. Other training includes assessing reading and running records, social stories and social skills.
- Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.
- Some TAs have been specifically trained on physical conditions and how to support those children with learning, moving around the school and emotional well-being.
- We have a TA who has received the Autism Champion award in school.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt 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 needs.

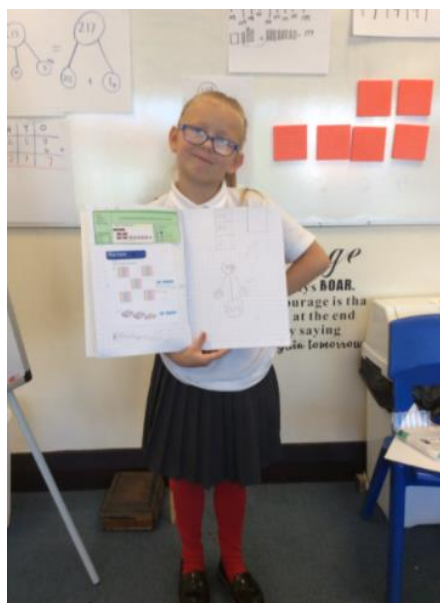
Staff receive training to support children as necessary and individual programmes are completed throughout the day.



How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and maths, through Pupil Progress Meetings (PPMs).

- 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.
- If a child cannot access the assessment materials used by the majority of children, we will assess progress using the Engagement Model. This looks to assess a child's progress in an area of interest to them, something which may not normally be assessed within school. For more details, see <https://www.gov.uk/government/publications/the-engagement-model>.
- Where necessary, children will have an additional Support Plan based on targets agreed by teachers, parents, the SENDCo and/ or external agencies which specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly at a Support Plan meeting, where they are reviewed with the class teacher, SENDCo, yourself and the child; and a future plan made.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. They will also review the needs and current level of support they are receiving.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinises and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. This information is shared with the SENDCo where appropriate.



How do we evaluate the effectiveness of provisions and interventions?

The SENDCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child to make good progress and securing good outcomes. This is known as the graduated approach. The SENDCo will analyse data collected from all interventions once a term to monitor the effectiveness of the provision and implement any necessary changes. The data will also be passed onto the senior leadership team and will be discussed with class teachers and the SENDCo at pupil progress meetings which are held once a term.

Children are proud of their work and can talk about the support they receive in class to help them achieve their potential.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional Support Plans will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- For parents/carers of children with autism or traits of autism, we hold regular parent/carer forums to share information, allow discussion and provide general support.
- The SEND Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it. Their website address is: <https://derbysendiass.org.uk> . Their number is: **01332 641414**.

How is Allenton Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- An inclusive approach to teaching is embedded in all classrooms and children support each other regardless of if they have a SEN or not.
- There is a disabled toilet.
- Equipment and training that is necessary to support your child with their learning will be arranged e.g: slopes, specific tables, audio systems. Often the Specialist Teaching and Psychology Service (STePS) will support us to provide any equipment that is needed and train us how to use it effectively.

***Please refer to the school's accessibility policy for more information.**

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit Pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.
- School staff will meet with you and your child to ensure that we have a full understanding of your child's needs and sufficient time to plan for a smooth transition.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a 'play date'.
- Parents will be invited to attend an information session.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your CYP are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understand moving on, then one will be made for them.

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. Support Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

All classes follow a structured PSHE (Personal, Social, and Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes;
- Nurture groups run by SEND TAs for children who need additional support through the day;
- A range of extra-curricular groups which all children are invited to join;
- Lunchtime and playtime support through planned activities and groups;
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction;
- A group to support children with ASD with a focus on social and emotional strategies, run by the autism champion;
- A group for children who have been identified as having "anxiety" difficulties;
- Wellbeing programmes delivered by outside bodies.

If your child still needs extra support, with your permission the school will access further support through the Early Help Assessment (EHA) process.

Please also see our Anti-Bullying policy (school website).

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014. The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan or risk assessment in place. Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher who will investigate and report back on the results of the investigation. A copy of the school's Complaints Procedure is available on request from the school or on our school website.