



Godolphin Primary School

Our 'Local Offer' for Disability and Special Educational Needs (SEND)

At Godolphin Primary School we believe that children have a right to a safe, happy, varied and challenging learning experience. Every individual child matters and all children have abilities and potential which must be realised. Within this context, commitment, self-responsibility, honesty and respect are the key personal qualities which we value from all members of our school community and that we feel are essential to success in later life.

We have a commitment to staff training and development that has resulted in a skilled team of teachers and support staff able to apply their knowledge to meet the individual needs of children across the school.

We seek guidance from a range of experts in making assessments and planning provision.

We work closely with parents/carers to ensure that we meet the needs of their children. We feel that communication is of paramount importance.

The plans that we put in place for individual children are tailored to the child's needs. They are flexible and reflect a range of strategies and approaches.




Our school has a good and consistent record of ensuring progress and achievement of children with additional needs both in comparison with other children in school and Nationally.

Name and contact details of the Special Educational Needs and Disabilities Coordinator:

The School SENCO is Mrs Lucy Wandless. She can be contacted through the office on (01736) 763318 or by email on head@godolphin.cornwall.sch.uk.




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> 
<p>Every individual is valued, and their opinions are respected.</p> <p>Pupils are listened to and feel valued within the school family.</p> <p>Pupils are respectful towards each other and are aware of the differing needs they may have.</p> <p>Pupils are involved with setting targets and how they will work towards them.</p> <p>The pupil voice is represented in all aspects of the school.</p> <p>Pupil voice is heard through</p> <ul style="list-style-type: none"> • The school council • Class discussions • Focus Groups • Questionnaires 	<p>All SEND pupils' voices are listened to in the same way as other pupils.</p> <p>Small, focused groups are set up to encourage discussion, build confidence and guide how to form and voice their own opinions or views.</p> <p>SEN questionnaires completed.</p> <p>Pupils are involved with setting new targets and how they will achieve them.</p>	<p>Documentation is presented clearly so pupils can access independently or are individually supported by adults, enabling them to voice opinion.</p> <p>Student's views are an integral part of TAC meetings and SEN reviews.</p> <p>Individual support is given in line with the view of the student.</p>




<ul style="list-style-type: none"> • Assemblies • Pupil conferencing 		
--	--	--

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The school works in partnership with all parents and carers.</p> <p>Parents and carers of all pupils are invited to attend parent/carer evenings (twice a year).</p> <p>Annual written reports are given to parent/carers.</p> <p>Parents/carers know exactly who to contact if they have any concerns.</p> <p>Parents are invited to open days and work celebrations.</p> <p>There is a School Forum.</p> <p>There is a weekly newsletter.</p> <p>The school website enables parents/carers to have full information on the school, curriculum, and activities available to pupils.</p>	<p>Families are invited to attend school activities to support their children.</p> <p>Parents are invited to attend meetings regarding their child's provision map and encouraged to contribute where appropriate.</p> <p>Families are invited to attend information sessions about supporting their children at home.</p> <p>Parents are able to contact the school at any time if they have any concerns.</p> <p>Volunteer parents help within school.</p> <p>Trust wide opportunities.</p>	<p>Parents/carers are supported in attending and are actively involved in all TAC meetings and reviews.</p> <p>Parents'/carers' views are an integral part of the TAC Meetings and SEND reviews.</p> <p>Parents/carers are invited to meet with the SENCo.</p> <p>All documentation is presented in a format that is accessible to individual parents</p> <p>Parents are encouraged to join in with school trips.</p> <p>Teaching Assistants who provide individual support make close, working relationships with parents.</p>




We hold an open-door policy.

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> 
<p>The school follows the National Curriculum which is designed to ensure the inclusion of all students.</p> <p>The school has published Curriculum information on the school website.</p> <p>Class topic approach – Focus changing half-termly or termly. Topic information is available on the school website and learning updates are given on newsletters regularly.</p> <p>A range of activities are planned to interest and encourage all types of learners.</p> <p>‘Super Learning Days’, trips and visitors to the school enhance experiences in learning.</p> <p>Robust on-going assessment of pupil progress and attainment.</p> <p>Whole school approach to teaching/learning e.g., guided reading and phonics/spelling sessions.</p>	<p>Small intervention groups are tailored to meet the needs of children requiring some additional support.</p> <p>The progress of children within these interventions groups is carefully monitored and assessed to ensure that it is meeting the needs of the group.</p> <p>Additional resources available for those with specific learning difficulties e.g., dyslexia.</p> <p>Intervention groups are adapted and amended regularly in line with the progress of the children.</p> <p>Small group interventions include:</p> <ul style="list-style-type: none"> • Speech and language • Phonics • Maths • Social skills • Read, Write, Inc 1 to 1 • Physical activities 	<p>Assess, plan, do, review cycle used alongside individual provision maps.</p> <p>Pupils are supported in following their interests, and the Curriculum regardless of their SEN and/or disabilities. For example, a pupil with physical impairments is given the support they need to access PE.</p> <p>Pupils with special needs and/or disabilities can access the curriculum with support as appropriate.</p> <p>In exceptional circumstances, pupils can be disapplied from some subjects. This must be agreed by all involved.</p>

<p>Whole school behaviour and reward system displayed and used in each class, celebrating attitudes to learning and successes.</p> <p>All teachers are experienced in adapting lessons to ensure that all pupils have access and are included.</p> <p>Assessments (including Dyslexia testing) are used to identify students who need specific intervention.</p> <p>Varied teaching strategies are used e.g., Visual, auditory and kinaesthetic.</p>	<ul style="list-style-type: none"> • Reading • Handwriting • Spelling 	
--	--	--




4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Lessons are carefully planned to include clear stages, regular progress checks and differentiated learning styles.</p> <p>Different level groupings are identified for each class and adults support appropriately.</p> <p>There is variety in the individual, paired and group tasks.</p>	<p>Individual provision maps.</p> <p>Small intervention groups.</p> <p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g., those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties / dyslexia etc.</p> <p>Outreach from special schools and support</p>

<p>Preferred learning styles are used.</p> <p>Dyslexia-friendly strategies are used.</p> <p>Learning Objectives/success criteria are clearly displayed, discussed and referred to during the lesson.</p> <p>Learning is characterised by differentiated tasks and expectations.</p> <p>Praise and reward and clear, consistent boundaries and consequences are a feature of classroom management.</p> <p>Pupil self-assess their work. (Age appropriate)</p> <p>Pupils' work is regularly marked, with comments or amendments to be made. Marking/feedback has a formative assessment focus identifying next steps in learning.</p> <p>Assessments inform future planning.</p> <p>Different level groupings are identified for each class and adults support appropriately.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. 	<p>Independent student learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> - computers - i-Pads - Easyspeak microphones <p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>If the class teacher is working with a small group, the teaching assistants support the class with tasks already set by the teacher.</p> <p>Independent learning is supported by the use of technology, such as Laptops/Chromebooks.</p> <p>Special test arrangements are put in place for internal and external tests e.g., readers or scribes and additional time.</p>	<p>services for advice on teaching and learning.</p> <p>Dyslexia Screening Test carried out by a trained teacher or the Dyslexia Advisor.</p> <p>SEND training given to all staff working with specific children.</p> <p>Separate working spaces when required (where possible within the classroom setting).</p> <p>Sensory equipment used to provide learning breaks.</p>
---	--	---

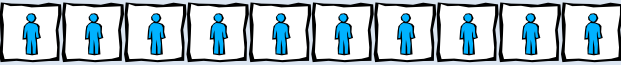
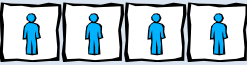

<p>Alternative ways of recording are used e.g., photos, TA assessment, video, auditory etc.</p> <p>Learning walls to support and enable pupils with their learning.</p> <p>Visual timetables.</p> <p>All adults use 'open-ended questioning to promote curiosity and thinking skills.</p> <p>Dialogue, where possible, is pupil-led.</p>		
--	--	--

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Pupils are encouraged to be independent learners by firstly having a go.</p> <p>Each classroom is equipped with resources to help pupils e.g., dictionaries, maths resources, highlighters, etc. which promote independence.</p> <p>Learning walls are regularly updated and changed to reflect the current work which enables pupils to use this to help them with their learning.</p> <p>Regular marking and feedback for next steps.</p>	<p>TAs help to facilitate independency through further explanation and questioning.</p> <p>Pupils have personalised equipment to help them learn.</p> <p>Children have access to visual timetables, prompts, time out cards etc.</p> <p>Use of ICT including Laptops/Chromebooks.</p> <p>Small group interventions with clear success</p>	<p>Teaching Assistants working one-to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves e.g., asked peers, checked visual timetable.</p> <p>Additional support is shared to build resilience in pupils so that they are developing self-coping strategies.</p> <p>Personalised task boards and timetables are in</p>




<p>Teachers plan for a variety of independent, paired and group tasks.</p> <p>Pupils self-evaluate their learning.</p> <p>Pupils are given responsibilities throughout the school – they carry these out independently.</p> <p>Visual timetable.</p>	<p>criteria.</p> <p>Differentiated tasks.</p>	<p>place to support independence.</p> <p>Break and lunch time supervision.</p> <p>Referrals to other agencies for support.</p>
--	---	--

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> 
<p>PSHE sessions to discuss any issues e.g., friendships, attitudes to learning, safety, tolerance of others, behaviour etc.</p> <p>Student issues are dealt with by trained staff, as they arrive.</p> <p>Whole school assemblies incorporate PSHE themes.</p> <p>Wellbeing sessions.</p> <p>Risk assessments are carried out.</p> <p>There is a named Designated Safeguarding Lead</p>	<p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> • Self-esteem • Social Skills • Life Skills <p>Risk assessments are carried out.</p> <p>PE intervention sessions provided by coach to develop skills and confidence.</p> <p>Support from Mental Health Practitioner.</p> <p>Occupational Therapist guidance provided for specific pupils.</p>	<p>TACs and SEND reviews are supported by a range of agencies including the school nurse.</p> <p>Mental Health Practitioner working individuals – referrals made through the EHH.</p> <p>Additional support for students can be requested from:</p> <ul style="list-style-type: none"> • CAMHS • Social Care • Dreadnought • CHALK • Penhaligan’s Friends, etc. • CLEAR




<p>and a Deputy.</p> <p>A praise and reward system are in place.</p> <p>At least 2 hours of sport weekly.</p> <p>Sports leaders.</p> <p>Variety of extra-curricular activities.</p> <p>School Council.</p> <p>Excellent staff role models.</p> <p>Sports activities at lunchtimes.</p> <p>Fitness trail.</p> <p>Virtues in Education are promoted across the school.</p> <p>A body of staff trained in first aid and other medical interventions, including those with communication difficulties.</p>	<p>Provision maps.</p> <p>Sensory breaks.</p> <p>Coaching sessions.</p>	<ul style="list-style-type: none"> • Communication Support Team • Occupational Therapy • Paediatric Doctor • School Nurse • Diabetes/Epilepsy Nurse • Music therapy • Art Therapy • Vision Support Team • Hearing Support Team • Dyslexia Service • Behaviour Support Service • -Parent Partnership Service • Speech and Language Therapy • Educational Psychology Service • Autism Team • Early Help Hub • SEN Service <p>Pupils with specific medical conditions have individual health care plans.</p>
--	---	--

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> 
<p>All pupils have opportunities for social interaction,</p>	<p>Teachers/Teaching Assistants provide</p>	<p>Teaching Assistants provide specific</p>




<p>regardless of need.</p> <p>All pupils belong to a specific year group class.</p> <p>All pupils are invited on trips and visits.</p> <p>Opportunities are created for KS2 children to work with Reception and KS1 children on joint activities and whole school Super Learning Days.</p> <p>Wide range of extra-curricular activities.</p> <p>Combined class break times.</p> <p>KS2 pupils run clubs for KS1 pupils.</p> <p>Pupils have the opportunity to spend time learning within the Multi-Academy Trust through workshops and sporting events.</p>	<p>opportunities for social interaction within specific groups.</p> <p>Supervised lunch and break times.</p> <p>Learning together for transition into Reception.</p> <p>Transition programmes in place for Year 6 pupils.</p> <p>Well-being workshops to support well-being and development.</p> <p>Wellbeing/coaching sessions.</p> <p>1-to1 support to deal with issues of frustration and anger – how to identify signs and how to cope with these feelings.</p>	<p>opportunities to develop social interaction skills.</p> <p>Pupils supported to enable their attendance at after school clubs.</p> <p>Teaching Assistants use social stories with individual children.</p> <p>Individual speech and Language sessions.</p> <p>1:1 lunch and break time supervision.</p> <p>Use of buddy systems.</p>
---	---	--

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school is accessible to everyone including those students with SEND.</p>	<p>Non-slip, non-breakable equipment is available in practical lessons.</p>	<p>Accessibility Plan.</p> <p>Specialist equipment enables students to be</p>

<p>Students feel safe and are in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named Child Protection officer, 'Designated Safeguarding Lead' (and deputy) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Staff focus on rewarding good behaviour to promote a positive learning environment.</p> <p>Rewards and sanctions systems are robust and displayed around the school.</p> <p>Staff are First Aid trained.</p> <p>Risk assessments are regularly carried out.</p>	<p>Larger toilet cubical available for pupils requiring wheelchair access.</p> <p>A variety of different chairs and tables available to ensure pupils work at the correct height / position.</p> <p>Equality and Diversity policy is in place.</p> <p>Management of medical needs e.g., Epilepsy, Diabetes and allergies is led by trained staff.</p> <p>Liaison with medical professionals.</p>	<p>independent.</p> <p>Classrooms and the hall are accessible for pupils with sensory needs.</p> <p>Liaison with external professionals takes place.</p> <p>Allergy and medical literature is accessible to all staff.</p> <p>Care plans are written with medical specialists.</p>
---	--	--

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>There are strong links with the feeder Early Years Settings as well as the Secondary Schools in the local area.</p>	<p>Peer systems are in place for pupils who are particularly vulnerable at transition.</p>	<p>The SENCO attends Early Years, Year 5 and Year 6 annual statement reviews. EYFS pupils are offered additional transition sessions.</p>

<p>Pupils starting Reception along with their parents are invited to attend transition sessions in the term before they start. Children in the Pre-school regularly join the school for activities. They visit the Reception class and they eat their lunch in the dining hall in preparation for attending school. If children join the school and attend a different pre-school setting the Reception teacher visits the children.</p> <p>Year 6 pupils attend transition days at their named secondary school.</p> <p>Year 5 and Year 6 pupils benefit from taster sessions run by the feeder secondary school.</p> <p>All year groups have taster sessions in their new year group with their new class teacher and teaching assistants.</p> <p>Strong links with the PSHE curriculum allows children to talk about and understand the changes between year groups.</p> <p>Teachers' have handover sessions to discuss all children.</p> <p>Children regularly access learning opportunities in other classes.</p>	<p>Pupils identified as possibly struggling with transition may have additional visits in small groups or the support of a Teaching Assistant.</p> <p>A transition passport is put together if appropriate.</p> <p>A meeting with the SENCO and/or Headteacher is held to ensure that relevant information and details are handed over.</p>	<p>Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment etc.</p> <p>Pupils with SEND have additional visits to the primary school or secondary school of transition.</p> <p>Transition meetings for SEND children with teachers and parents.</p> <p>Liaison with previous setting if children join our school.</p> <p>Liaison with new setting if children move to another school.</p>
--	---	---

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Service	Assess children with Speech and Language need and give targets to work on in school.	01326 430310
Autism Support	The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	0300 1234 101
Dreadnought	A registered Charity working with children and young people aged 7-19 who are experiencing difficulties in their lives – be it emotional, physical or behavioural.	01209 218764 team@thedreadnought.co.uk
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with learning, behaviour, managing their feelings, getting on with others and communication. An Educational Psychologist will only become involved if the parent/carer's permission has been given.	01209 614198
Dyslexia Service	This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the	mailto:dyslexiaservice@cornwall.gov.uk

	successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training.	
Education Welfare Service	Each school in Cornwall has a nominated Education Welfare Officer (EWO) who visits regularly to check registers and discuss pupils about whom the school is concerned. The EWO can provide help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies. Can offer a degree of parenting support.	01736 571090
Social Care	Children or families can be referred to social care who can offer practical support at home.	01736 336640
CAMHS	The service helps children and young people deal with emotional, behavioural or mental health issues.	01872 221400
Children's Community Therapy Services	CCTS deliver Occupational Therapy, and Physiotherapy treatment, to children and young people who present with, or are being investigated for, neurological, neuro-developmental, neuro-muscular conditions, atypical development and/or disabilities.	01872 254531
Medical Professionals	GPs and Paediatricians work alongside the school as appropriate.	
Communication Support Advice	A team of Speech and Language Therapists and assistants who have specialised in providing	01872 326545

	<p>support and training for children attending mainstream primary schools.</p> <p>Typically, these children have complex communication needs, having specific speech and or language difficulties, have autistic spectrum disorders or dyspraxic difficulties.</p>	
School Nurse	<p>School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy</p>	01326 435861
Mental Health Support Team	<p>The MHST service in Cornwall is providing support for children in Primary Schools. This is because they have recognised the importance of early intervention and, following extensive analysis of the needs specific to Cornwall, they believe this is where they should focus and consolidate their resources. However, they will work closely around the whole school approaches with their partners and colleagues who are based and work in Secondary Schools.</p>	Contact via school
Innate Connection	<p>Emotional well-being counselling/coaching</p>	Vicky Otter Contact via school

Answers to Frequently asked Questions

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

Teachers are continually monitoring and assessing your child’s progress – academically, physically, behaviourally and emotionally. Through this rigorous assessment process, teachers identify gaps in children’s learning and plan for pupils to receive extra support in the classroom. This may be through differentiated activities or additional adult support. Teachers talk regularly to parents and request your support in the home environment to try and overcome barriers to learning.

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

It is important that you communicate effectively with the school and discuss your concerns. Talk to your child's class teacher in the first instance, who will inform the SENCo of your concern and take appropriate action where necessary. This may be an observation in the first instance and ensuring resources and differentiation is in place to support your child. An Individual Provision Map and an Assess, Plan, Do, Review document may then be created to support your child's learning in school. This will be regularly reviewed and discussed with the child and the parents. In some instances, the SENCo may request advice, with your permission, from other external agencies who may feel it appropriate to assess your child's needs.

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

The Headteacher works with the staff to ensure pupil targets are being met and that children are being challenged appropriately. The Senior Leadership Team analyse data and monitor teaching and learning to ensure teachers are meeting the needs of the pupils.

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

The school works hard to provide a broad and balanced curriculum which is topic based throughout the school. In all subjects, planning is differentiated to match the learning needs of the pupils, support and challenge being provided. We incorporate different styles of teaching and learning to accommodate all children and engage them in the learning.

5. How will school staff support my child?

Along with the teacher, each class have teaching assistants. They support both individual and groups of children within lessons. They are also there to support children during playtimes and lunch times. One –to – one Learning Support Assistants are occasionally assigned to children with a particular need.

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

We hold regular parent/carers evenings where your child's progress is discussed. Often the teachers will advise you on how you can support your child to achieve their targets. Written reports are given at the end of each year. Teachers and support staff will give parents and carers regular informal updates on progress and are always available at the end of day to talk through progress and support strategies. The SENCo is available to speak to parents/carers.

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

Our school prides itself on meeting all the needs of our pupils whether it be academic or social and emotional wellbeing. We plan and teach lessons to include being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing. We endeavour to provide personalised learning journeys where children can succeed at their own ability level. We celebrate every child's ability through the use of

the Virtues Project. All children are included in this reward system. Each week we hold a Celebration assembly where staff recognise progress in pupils and certificates are awarded from both school and outside achievements.

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

We have rigorous checks in place to ensure your children are safe in school. This includes locked access to areas, fire drills and alarms. There are Safeguarding leads/Governor and Child Protection leads/governor, risk assessments, etc.

9. What SEND training have the staff at school had or are having?

All the staff working with children with SEND have been given or are in the process of obtaining relevant training.

10. How accessible is the school environment?

Wheelchair access is limited in some areas of the school. See the Accessibility Plan which is available on the school website.

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

We take a whole school approach to providing the resources every child needs for their learning, regardless of their ability. Each class is supported by a Teaching Assistant and extra interventions, led by experienced Teaching Assistants, is provided for small groups of pupils. Classroom resources are shared, and additional resources are purchased where necessary to enhance learning.

12. How is the decision made about what type and how much support my child will receive?

Parents are at the heart of all decision making. Assessments and group work will be carried out with parents' support. If additional support is required from services outside school, parental permission and discussions will take place prior to this. All correspondence regarding support will be given to parents/carers.

13. Who can I contact for further information?

The SENCo is Lucy Wandless who can be contacted on 01736 763318 or by email at head@godolphin.cornwall.sch.uk

14. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

1. Parents/carers who believe their child's needs are not being met are asked to:
2. Meet with the class teacher to raise your concerns.
3. Talk with the SENCo to address the issue or concern.
4. Address the issue or concern with the Headteacher – appointments can be made.
5. Where parents/carers feel the issue or concern has not been addressed, they are asked to contact the Chair of Governors. The school has a complaints policy which can be found on the school website.

15. How is your Local Offer reviewed?

The School Offer will be formally reviewed by the Governing Board in consultation with the Senior Leadership Team, at least once every 3 years. However, the Senior Leadership Team will monitor and review the School Offer throughout the academic year, amending appropriately in consultation with the Governing Board.