

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

VISION/MISSION

School Mission Statement - Ethos and Values

Our values are informed by the values central to Christianity.

We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

Aims:-

We want to be:-

- A school where teaching challenges, excites and inspires
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other
- A school which worships, prays and celebrates the love of God wherever it is found.
- A school which has a culturally diverse community and values this diversity

What is St Peter's vision for children with special needs and/or disabilities?

St Peters is a school where hopes and ambitions for children with special education needs and disabilities are the same for all children. At the heart of our school are our values which are deep rooted in Christian teachings; Peace, respect, Joy, trust, hope and the greatest of these is our value LOVE for all our children and families.

Our families need to feel and see the difference that our school makes to their child. We offer a quality bespoke service where time to listen and respond to their needs is given whenever it is needed. Our close relationships with our families demonstrates time and time that by investing in every child impact is being made on the progress of all children regardless of their background or level of need.

We continue to develop a culture of excellence and high standard across the school and this means we are passionate about every single child being challenged and making their very best progress in order to succeed and be ready for the next stage of their educational journey.

We provide an effective system of provision for all children which encourages aspiration and values children so that they all feel welcomed and happy and part of a school family. We firmly believe that every child has greatness within them and it is our job to seek out what their unique greatness is and allow them to flourish.

Anne-Marie Bahlol

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Special Educational Needs or Disability (S.E.N.D) Values:

St. Peter's believe the provision for children with Special Educational Needs or Disability (SEND) is the responsibility of the whole school. We believe that we are all teachers of children with SEND. A child with SEND has a right to have their needs met and have full access to the Foundation Stage or National Curriculum. In partnership with parents we aim to maximise the potential of every child within our school and raise their self-esteem.

Our SEND policy is in line with our school statements on Inclusion and Equal Opportunities. Our Equal Opportunities statement clearly states that within our school community we aim to create an environment where EVERYONE has the right to feel safe, cared for and supported.

We aim to include all our pupils despite the severity of their SEND as much as the parents and the school believe their needs can be met within our mainstream setting. We recognise the impact inclusion has on determining positive attitudes within our community and are fully aware of the social benefits of including all children.

St. Peter's Primary School does not base criteria for admission on the grounds of ability.

St. Peter's Primary School is a two storey building and has ramps in some entrances to the school. The school also has an accessible toilet for wheelchair users. The Nursery is a one storey building with an accessible toilet and shower room.

- Work in partnership with our parents/carers and children to do everything that we can to ensure all children are included in all areas of school life including school trips and outings.
- Work in partnership with parents and outside agencies to ensure that children receive the appropriate provision and support to ensure that maximum inclusion.

In order to fulfil our aims we hire professionals and use the Local Authority to provide us with the support and resources necessary to facilitate SEND provision. We note that funds are delegated to the school to provide for the majority of children with SEND.

WHOLE SCHOOL/SETTING APPROACHES

Information on policies, people and statutory guidance

School Policies and statutory guidance

The School's SEN Information Report should be read in consultation with other key school policies that are accessible on the schools website: Teaching and Learning Policy, Assessment Policy, Safeguarding Policy, Behaviour Policy, Administration of Medicine Policy, Admissions Policy, Equalities Policy, Policy for Intimate care, Managing Continence and Toileting.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

The specific objectives of our SEN Information Report are as follows:

- ✓ Be committed to the early identification of children with SEND in accordance with the school's procedures for assessment and SEND Code of Practice 2014 and ensure their needs are met.
- ✓ Offer a differentiated curriculum, using the Foundation Stage Curriculum in the early years, and the National Curriculum at KS1 and KS2, as starting points. The purpose of differentiation is to maximise motivation, progress and achievement for each pupil. Differentiation is the process of matching learning targets, activities, resources and learning support to the individual learner's needs. Differentiation may also include taking account of the pupil's different learning style e.g. being taught within a smaller grouping.
- ✓ Ensure the appropriate support of the highest quality is given to all pupils with SEND, at all stages, both internally and externally within the available resources.
- ✓ Work in partnership with all those involved in the child's learning including the children, parents, support assistants, teachers, governors and external agencies.
- ✓ Ensure that all staff receives the appropriate training in order to meet children's special needs effectively, within the available resources.
- ✓ Encourage all members of the school community to adopt positive attitudes to everyone including those with SEND, and to value their contribution to the life of the school. All staff is involved in the development of the SEND policy and issued with a policy document.
- ✓ Give all pupils with SEND access to the full curriculum.
- ✓ to ensure that all learners make the best possible progress
- ✓ to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- ✓ to ensure that learners express their views and are fully involved in decisions which affect their education
- ✓ to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN Information Report will be judged against the objectives set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The Governing Body will review subject leader's reviews in the school self-evaluation reports to ensure successful implementation of the school's policies including the SEN Information Report. The SEN Information Report will be reviewed annually in response to adjustments made to the Local Authorities Local Offer and following analysis and assessment of the needs of children attending the school. Effectiveness of the provision provided for children will be made using data analysis and provision mapping. An annual update report for parents will be accessed via the school website at:

<http://www.stpeterswalworth.co.uk/>

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Types of SEN, disability and medical needs

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- ✓ Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- ✓ Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- ✓ Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- ✓ Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc)

St Peter's C.E. Primary School is committed to using its best endeavours to meet the SEND needs of all children who attend the school.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?

Class Teacher

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion Manager. The class teacher can always seek advice where necessary from the Inclusion Manager (SENCO). The class teacher is responsible for:

- ✓ Providing high quality teaching including adapting and refining the curriculum to meet the needs of all children.
- ✓ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need e.g. targeted work, additional support
- ✓ Attending SEN meetings with the Inclusion Manager once a term to discuss and plan the provision and writing the provision map for the class
- ✓ Attending Pupil Progress meetings with the head teacher and Deputy head teacher/Inclusion Manager to discuss progress of all children including groups and individuals and discussing how to close the gap for attainment or accelerate progress where necessary.
- ✓ Holding extended parent meetings with parents of children with SEN once a term
- ✓ Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults or outside specialists. This will be overseen by the SENCO.
- ✓ Ensuring that the school's SEND Policy and SEN Information report is followed in their classroom and for all pupils they teach with SEND.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Inclusion Manager & Deputy Head Teacher – Claudette Green (Deputy Safeguarding Officer)

Depending on when and how your child's special needs have been identified you may speak to the school's Inclusion Manager Claudette Green. You can request a meeting through the class teacher or directly through the school office. You can also email the Inclusion Manager at the following: office@st-peterswalworth.southwark.sch.uk

Claudette Green is the Deputy Head Teacher of the school and also responsible for Inclusion. Her responsibilities as Inclusion Manager include:

- ✓ Overseeing the provision for children with special educational needs and disabilities (SEND) also known as Special Educational Needs Coordinator (SENCO)
- ✓ advising on the graduated approach to providing SEN support
- ✓ ensuring that the school keeps the records of all pupils with SEN up to date
- ✓ Overseeing provision for more able children (Gifted & Talented)
- ✓ Overseeing provision for children with English as an Additional Language (EAL)
- ✓ Providing specialist support for staff in school
- ✓ Providing training for staff relating to SEN/EAL or more able
- ✓ Line manager of the teaching assistants and learning support staff
- ✓ Deputy Safeguarding Officer
- ✓ Liaising with parents/carers so they are:
 1. Involved in supporting their child's learning and access
 2. Kept informed about the range and level of support offered to their child
 3. Included in reviewing how their child is doing
 4. Consulted about planning successful movement (transition) to a new class or school
- ✓ Liaising with the head teacher and Governors in all aspects of SEN including ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ✓ Liaising with the Local Authority, other professionals or outside agencies e.g the speech and language therapist or educational psychologist
- ✓ Ensuring the school's register for SEN is up to date
- ✓ Liaising with other schools for transition e.g. early years providers and secondary schools
- ✓ advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✓ Assessing or organising assessment of children where there are additional concerns.
- ✓ Analysing progress of SEND children
- ✓ Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met
- ✓ Monitoring and organising provision for children who are Looked After
- ✓ Attending meetings and providing support (in the absence of the head teacher) for children with safeguarding needs including those on Child Protection plans, Child in Need plans and those that are Looked After. (LAC)
- ✓ Liaising with external professionals and families to provide appropriate service for vulnerable families

The SEN Code of Practice outlines the role of the SENCO below:

'6.87 The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.' (SEN Code of Practice January 2015)

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

The Head Teacher – Anne-Marie Bahlol (Safeguarding Officer)

- ✓ The Head Teacher is responsible for:
- ✓ Ensuring the school complies with the SEN Code of Practice 2014.
- ✓ The day to day management of all aspects of the school, this includes the support for children with SEN.
- ✓ Giving responsibility to the Inclusion Manager/SENCO to oversee the provision of SEN in school
- ✓ Ensuring the class teachers provide high quality teaching for all children, groups and individuals to ensure the children make the best progress they can
- ✓ Keeps the Governing Body to date about any issues in the school relating to SEND.
- ✓ Delegating support staff to classes
- ✓ Attending meetings and providing support for children with safeguarding needs including those on Child Protection plans, Child in Need plans and those that are Looked After. (LAC)
- ✓ Liaising with external professionals and families to provide appropriate service for vulnerable families

The SEND Governor – Mr John McCracken

The SEND Governor is responsible for:

- ✓ Ensuring that the necessary support is provided for any child with SEN, through termly meetings with the SENCO and termly reports from the head teacher
- ✓ Monitoring the effectiveness and impact of provisions for children with SEN in the school and ensuring the school is providing best value for money
- ✓ Ensuring the school complies with the SEN Code of Practice 2014

Administrative Assistant to SENCO – Jacquie McInroy

Jacquie works in the main school office. Jacquie also supports the SENCO through the following:

- ✓ Keeping all SEN files up to date and in order
- ✓ Maintaining the school's SEN register
- ✓ Communicating with parents to arrange meetings
- ✓ Providing necessary paper work for parents
- ✓ Preparing SEN files for transition to new schools
- ✓ Liaising with other professionals to arrange meetings or provide reports for the SENCO
- ✓ Maintaining the class SEN files and communicating with class teachers regarding reports etc.
- ✓ Monitoring Attendance
- ✓ Disseminating Individual Health Plans

You can contact Jacquie via email: jbmcinroy@st-peterswalworth.southwark.sch.uk

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Speech and Language Therapist (SALT) – Sai Bangura

Sai has over 20 years' experience as a Speech and Language Therapist. She is committed to Clinical Research and Evidence Based Practice, in order to improve therapy outcomes for all.

<http://integratedtreatmentservices.co.uk/>

Sai is responsible for:

- ✓ Assessing children identified as being at risk of a speech and language delay or disorder
- ✓ Setting targets to identify the child's additional needs
- ✓ Providing recommendations regarding how to meet the needs
- ✓ Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties
- ✓ Direct therapy for children with severe Speech and Language Needs
- ✓ Providing staff training for Speech and Language programmes or interventions
- ✓ Communicating with parents
- ✓ Liaising with the school's SEND team and class teacher's
- ✓

If you would like to speak to the speech and language therapist this can be arranged through the Inclusion Manager.

Specialist Numeracy HLTA – Abdul Hassan

Abdul is a qualified Higher Level Teaching Assistant. He is responsible for:

- ✓ Delivery of maths intervention for more able children Year 1- Year 6
- ✓ Delivery of Intervention for children with numeracy difficulties (e.g. Number Counts)
- ✓ Reporting to the class teachers, maths Coordinator and Inclusion manager
- ✓ Assessing and analysing errors children make in Maths assessments and class based work
- ✓ Target setting for children with numeracy difficulties based on error analysis

Play Therapists – Rosemary Van Miert (Senior Play Therapist), Eileen Gannon,

At St Peter's we offer therapeutic services to provide support for children who need individual attention in the form of one-to-one sessions.

Dawn can be contacted via the school office on a Tuesday. Dawn is responsible for:

- ✓ Working 1:1 using play/integrative/arts therapy with children who have been referred by the Inclusion Manager or Head teacher and have written consent from the parent/carer
- ✓ Overseeing the team
- ✓ Providing reports for the Inclusion Manager and head teacher
- ✓ Attending meetings for children who are 'Looked After' and receiving therapy when required
- ✓ Meeting with parents
- ✓ Liaising with teachers on progress of children and any issues of concern

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Specialist Dyslexia Teacher – Lucy Taylor

Lucy can be contacted via the school office or through the Bloomfield Learning Centre :

<http://www.blearning.biz/>

Lucy is responsible for:

- ✓ Supporting children with a diagnosis of Dyslexia on a 1:1 basis
- ✓ Teaching Literacy skills through use of specialist support materials and programmes
- ✓ Assessing children on a regular basis
- ✓ Reporting to class teachers and the Inclusion Manager on the progress of the children

School Nurse

The school nurse visits St Peter's Primary School on a regular basis and is available to meet parents by appointment. To arrange a visit contact the Inclusion manager or Jacque McInroy in the school office. She is responsible for:

- ✓ Liaising with the inclusion Manager and other members of staff
- ✓ Writing and reviewing individualised Health Care Plans for children aged 5 and over.
- ✓ Providing training for members of staff (e.g. epilepsy training or sickle cell training)
- ✓ Carrying out Health reviews for children on Child Protection Plans or children who are Looked After.
- ✓ Attending meetings for children where there are safeguarding concerns
- ✓ Contributing to EHC plans where a child has a medical need
- ✓ Liaising with parents regarding medical needs

Administration of Medicine (School Business Manager) – Chanel Coley

Chanel is responsible for the safe storage of medicine in school. You can contact her directly at the school office. She is responsible for:

- ✓ Liaising with the inclusion Manager, school nurse, parents and teaching staff
- ✓ Ensuring safe storage of medicine
- ✓ Maintaining a medical needs register
- ✓ Ensuring administration of medicine is recorded appropriately

Wider World of School; Approaches to extra-curricular activities and pastoral care

Admissions

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

admissions criteria. Detailed information and guidance of how to apply for a place at St Peter's both if your child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>
Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

Environment and reasonable adjustments

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

- The school building is a two storey building with a separate Nursery on one storey. Teachers adapt classroom layouts to cater for children with special needs and or a disability. Rails and ramps have been added to all main entrances and exits. There is a toilet for people with disabilities within the Key Stage 1 area Suite. (Please see Accessibility Plan attached to this document)
- Coloured overlays (including overlays for computer screens), coloured paper are available for dyslexic pupils.
- Use of electronic equipment and software such as iPads, laptops, alternative keyboards, Easi Speaker microphones are available.
- Modified worksheets with enlarged print, classroom displays are large print and on coloured backgrounds and use of overlay on laptops as well as writing slopes are available for children with visual impairment difficulties.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- Adjustments to timetables for some individual children in order to enable them to manage the school day better is completed by the class teacher in consultation with the SENCO.
- The school has an accessibility plan that is reviewed regularly. (see attachment)

Transition support, visits and events

- Reduced, adapted or modified time-table
- Use of social stories, transition books, especially for transition
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Transition programmes for Year 4- 6 preparing for secondary.
- Year 6 travel programme.
- Team Around the Child (TAC) or Family (TAF) meetings to support transition.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Intimate Care/Toileting Needs

- The school has a toileting policy that sets out procedures that should be followed to support children who have toileting issues.
- A disabled toilet is available within the Key Stage 1 area.
- Children with toileting needs in Nursery, Key Stage 1 or 2, will have a toileting plan that is discussed and agreed with parents.
- Nursery & Reception classes have a 'toileting box' that contains equipment such as: clothes, rubber gloves, disposable wipes, to enable them to support the cleaning or changing of children with these issues. Parents are always informed when this has been necessary. If a child has a medical condition in Key Stage 1 or 2 these classes will also have a 'toileting box.'
- Sequencing cards, symbols and social stories are used to support parents where children have toilet needs.
- Parents will also be encouraged to attend 'Poos and Pees' (workshops for parents to support toilet training of children with special needs) or CAMHs (Child Adolescent Mental Health- when toileting difficulties appear to be emotionally related).

Medical Needs

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained paediatric first aiders in Early Years, Key Stage 1 and Key Stage 2 to support children

Extra-Curricular Activities

The school provide a wide range of extra-curricular activities that are available for children who attend the school. After School and or lunch time school activities may vary but currently include:

- After School Club
- Breakfast Club
- Cooking Club
- Football club
- Homework club
- Year 6 Booster Club
- Maths booster club
- Phonics club
- Science Club

Contact the school office if you are interested in your child enrolling for one of our after school clubs.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Behaviour Support

- School reward systems, including house points and sanctions as set out in School Behaviour policy
- Individualised positive behaviour system for individual children with particular need
- Behaviour Support Advice accessed (Summer House PRU)
- Therapy service Support for individual pupils
- Regular reviews with Parents

Pastoral Support/Unstructured parts of the day

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes including social skills group
- Regular 'celebration of success' opportunities particularly during 'Praise' assembly linked to the school value for each half term and behaviour
- Children's Faith Team
- School Council
- Wide range of after school activities
- Zoned playground at lunch time with all Midday meal Supervisors leading a game/activity in each zone including quiet zones and a Peace garden

Support for Improving Emotional and Social Development

St Peter's Primary School recognises that children with SEN may find it more challenging to express their opinions and views. They may be at greater risk of bullying. The school works actively to create an environment in which this is less likely to happen. The school's core values; Respect, Peace, Joy, Love, Trust and Hope are key to creating an ethos where all staff and children care for each other. Children are taught about how to live by the core values during assemblies, and in class. These actively include prevention of bullying and how to manage situations if they occur.

The school also organises a number of events/training throughout the year to prevent bullying such as:

- ✓ Anti-bullying workshops
- ✓ Anti-bullying week
- ✓ Disability Awareness day
- ✓ International Day

School Council and the Children's Faith Team are children from Year 2 to Year 6 who have been elected to take responsibilities in their class or school. Some of their roles include monitoring behaviour, how children are applying the school values and the school learning skills.

Therapeutic Support – Rosemary and her team provide one to one support through play therapy for children with significant social, emotional needs and may be at risk of bullying or have been subject to bullying. Children can self-refer or referrals are made by the Inclusion Manager, Head teacher or class

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

teacher. In all incidences a meeting will be held with the parent/carer to discuss the support and agree consent for play therapy.

Approaches to Teaching and Learning

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for your child and all pupils in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. This may include providing additional materials/ resources / additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested by the Inclusion Manager, Literacy Coordinator, Maths coordinator or outside staff. Children in Key Stage 2 and children who attend After School Club have access to homework clubs enabling them to receive help where necessary.

Grouping arrangements are generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all. This will also include challenge activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

Types of Intervention

How will my child's access to learning be supported?

In class

- Alternative recording methods
- Visual timetables, Now and Next boards, Communication tools, basic makaton for individuals
- Success Criteria used in every lesson
- Differentiated activities
- Extension activities
- In class support programmes
- Access to learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.
- Guided reading programmes in all classes
- Regular teaching of phonics in Reception and Key Stage 1
- Additional Phonics programmes for Lower Key Stage 2 children where needs are identified (if children do not pass repeat phonics test in Year 2)

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

- Use of IT programmes in class to reinforce strategies (Word Shark, etc)
- Ability setting
- Use of Numicon
- Use of Colourful Semantics by class teachers to support all children with sentence structure and meaning

Withdrawal support

- Learning support after school clubs
- Intensive withdrawal programmes for key skills strategies (e.g. phonics, catch-up maths)
- Programmes to support speech and language where recommended by a therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Support staff to attend Speech and Language appointments when possible.
- TalkBoost programme delivered by trained teaching assistants
- Speech Bubbles programme delivered by Learning Mentor and trained T.A.
- Specialist dyslexia teacher one day per week to work with individual children on personalised programmes. Lucy also offers advice both to staff and parents
- Small group intervention programmes numeracy e.g. catch-up maths
- 1:1 reading volunteer for targeted children
- Mentoring for children

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEN and medical needs. The school uses specialists and outside agencies such as the Speech and Language therapist, the school nurse service, the autism support team as well as many more according to our priorities. Teachers and support staff may also access outside courses as arranged by the Inclusion Manager if there is a child in the class with complex special needs.

Our Inclusion Manager has led inclusion in two other schools.

The school also seeks advice and guidance from specialist in the Local Authority for example the Visual Impairment Team, The Autism Support Team as well as Early Help Services, including the Educational Psychologist. The school teams up with other local schools to moderate children's work who are not achieving National Curriculum levels.

The training priorities are set out in the School's Improvement Plan. This document is created and maintained by the Head Teacher and the Deputy Head teacher who is also the Inclusion Manager.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Information about early identification and assessment

Assessment

How can I find out how well my child is doing in school?

The Class Teacher is responsible for the **assessment** of all the children in the class on a day-to-day basis, within the agreed record-keeping and assessment procedures of St Peter's Primary School. Baseline assessments are completed in the Nursery and Reception. The Early Years Foundation Stage Profile is carried out at the end of Reception. Concerns noted through these may trigger SEND identification. Children with SEND in the Early Years are assessed using the EYFS framework from birth to 5.

Progress of children within Key Stage 1 and 2 is tracked termly. The school uses teacher assessments, QCA tests, Testbase materials as well as formal S.A.Ts assessments and tests in Year 2 and Year 6 to monitor progress. (B-squared summative small step assessments are used to monitor the progress of children with severe to profound special needs who are not accessing the national curriculum.)

The progress of all children is discussed termly in **Pupil Progress Meetings**. These meetings include the Head Teacher, Deputy Head Teacher and Inclusion Manager.

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Class teacher's complete assessment sheets outlining children who have not made progress and require additional support, this information is shared at the pupil progress meeting with the Inclusion Manager and provision is arranged.

In consultation with the Inclusion Manager and parent/carers, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour. After discussions with parent/carers, additional support can be put into place to provide targeted support to help overcome any difficulties. The views of the pupil him/herself will be given consideration.

Personalised planning targets will include reviews that provide information regarding progress made to targets set.

Parent/Carer/Teacher Meetings

Parent/carers can contact the Class Teacher to request information about how well their child is doing in school at any time. Termly meetings will provide opportunities to discuss how your child is doing in school. Parents/carers will be given an opportunity to have extended parent/teacher meetings to discuss their child's needs. The Inclusion Manager may also attend the meeting to discuss support required and involvement of other agencies. For children with significant special needs 'Team Around the Child' (TAC) meetings are held each term to discuss the child's needs and progress made towards targets. TAC meetings

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

usually involve other professionals such as the Speech and Language Therapist or the Educational Psychologist. Yearly written reports also outline how well your child is doing in school.

Test Access Arrangement

Test Access Arrangements for some pupil's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Deputy Head Teacher or Inclusion Manager can inform you about eligibility for these arrangements at Year 6.

SEND SUPPORT including pupils with EHC Plans

Procedures for considering if a child has SEN

Early Identification

The school aim to provide early identification of children's SEND needs in order that appropriate support can be put into place to address the SEND need. The Code of Practice 2014 states that:

- ❖ ***SEN may be present if progress is significantly slower than that of their peers starting from the same baseline***
- ❖ ***Fails to match or better the child's previous rate of progress***
- ❖ ***Fails to close the attainment gap between the child and their peers***
- ❖ ***Widens the attainment gap***

It should be noted that lack of progress does not automatically mean the child has SEN. Other barriers to learning such as poor attendance or punctuality, difficulties related to having English as an additional language, bereavement are just a few of the barriers that may impact on attainment and should be taken into account when deciding what further actions are necessary.

If a child's development is causing concern, despite differentiated learning opportunities, the Class Teacher will raise concerns with the Inclusion Manager and provide evidence to support their concerns. Initial concerns may have been raised with the Class Teacher by a parent/carer or another professional. Concerns regarding lack of progress may also be identified within **Pupil Progress Meetings**. The Class Teacher is responsible for informing the child's parents/carers of their concern and collecting any relevant information

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

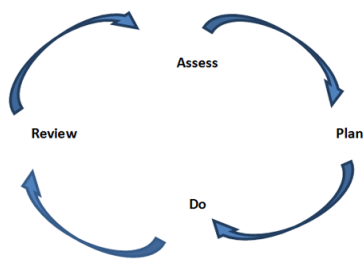
about the child.

Records of meetings involving parent/carers will be kept and a copy provided for parent/carers.

Information on the schools graduated approach - Assess, Plan, Do, Review

The Code of Practice sets out a 'Graduated Approach' to enable children's SEND needs to be met.

Assess, Plan, Do, Review



Assess

The Class Teacher and Inclusion Leader will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- Inclusion Manager observations
- Speech and Language Therapy screening assessments
- Literacy assessments including reading tests, spelling tests, handwriting assessments, phonic assessments etc.
- Numeracy Assessments
- Antecedent (what happened before), Behaviour, Consequence (ABC) behaviour analysis observations
- Outside assessments may be accessed at this point for difficulties such as stammering, speech articulation.
- Educational psychologist assessments
- Dyslexia or Dyspraxia online screener or assessments for Dyslexia from the Bloomfield Learning Centre.

The specialist assessments above e.g. Dyslexia will always be carried out with the consent of the parent/carer and child. Following these assessments a decision will then be made by the Class Teacher, parent/carer and Inclusion Leader to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Plan

- Where it is decided to provide a pupil with SEND support the parent/carers will be formally notified usually by the Class Teacher directly or in writing.
- The Class Teacher and Inclusion Manager in consultation with parent/carers will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant support staff are made aware of any strategies/interventions to be used with the child and trained accordingly.
- Parent/carers will be asked to support the child at home and where relevant advice and support will be provided by school staff or external specialist.

Do

- The class teacher is **responsible** for working with all children on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains **responsibility** for the child.
- The Class Teacher will work **closely** with the Teaching Assistant or Support Staff involved to plan and assess the impact of interventions and how they are linked to class teaching.

Review

- **The impact** of support offered, interventions used and targets set will be reviewed by the Inclusion Manager, Class Teacher, Support staff involved in supporting the child. Intervention assessment sheets are completed during the intervention to track progress and impact of the intervention.
- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parent/carers will be provided with **clear information** about the impact of the support and interventions during Class Teacher/parent/carer meetings, enabling them to be involved in the next steps.

Discussion should focus on progress made by the child. Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

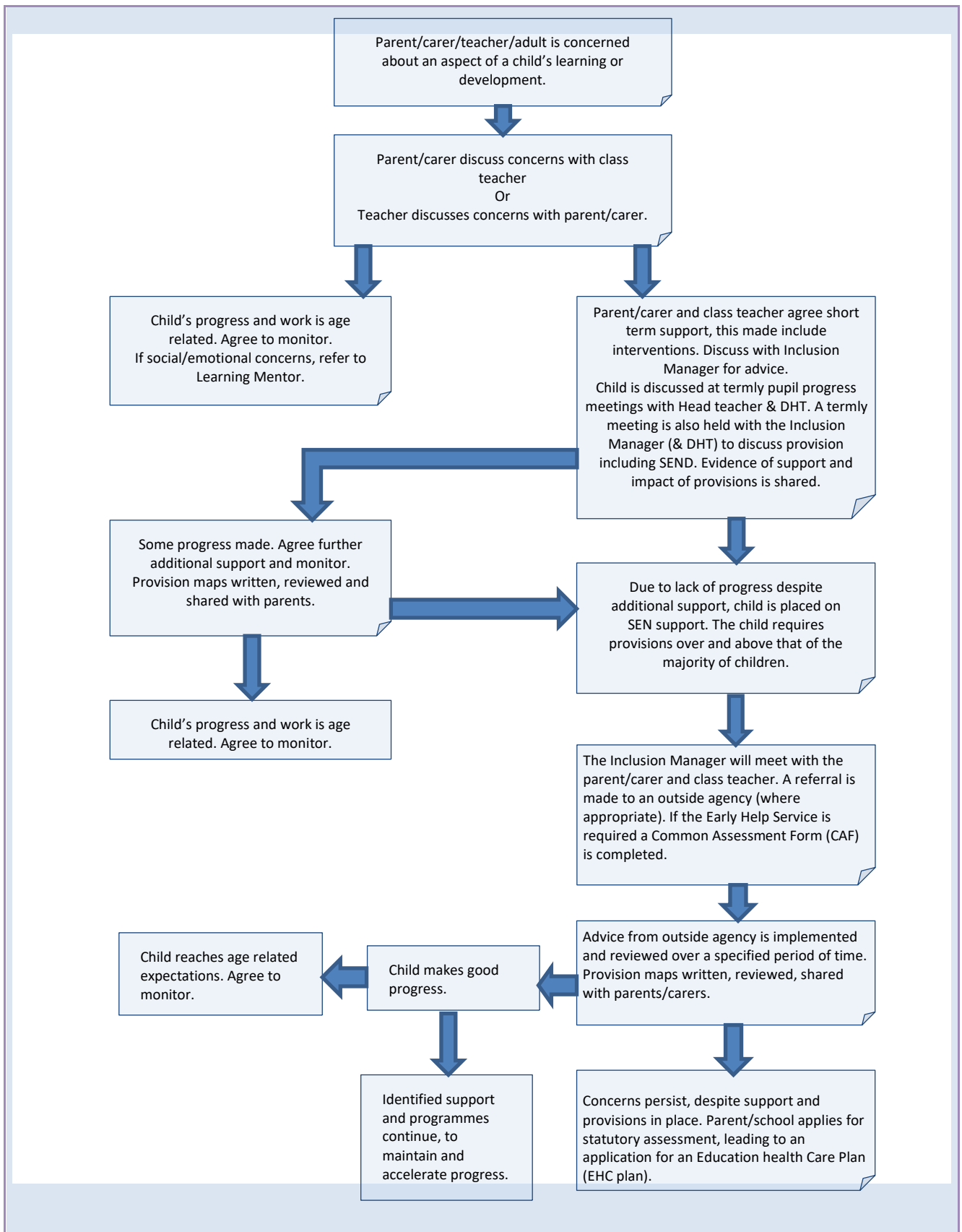
Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.

The flow chart below explains what we do if an adult is concerned about a child's progress at St Peter's.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)



St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Risk Assessments/PEEP

Individual risk assessments or Personal Emergencies Evacuation Plans (PEEP) may be completed for children with additional behavioural or medical needs. These are reviewed at least once a year. If additional needs occur then the risk assessment is reviewed automatically by the Inclusion Leader in liaison with the child's parent/carers and class teacher.

Education Health and Care Assessments and Plans

Education Health and Care Assessments Plans/Statutory Assessment

During the time that these procedures are being followed, the Class Teacher, Inclusion Manager and specialist will continue to try to meet the needs of the child through personalised planning.

The writing of EHC plans will be completed in consultation with parent/carers, the Inclusion Manager and a representative from the Local Authority.

Children with Education Health and Care Plans (EHC Plans) or Statements

When a child has a statement of Special Educational Needs, the statement specifies the child's learning objectives and what provision must be put in place to meet these needs. It is the Head Teacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The Inclusion Manager, with the support of the Head Teacher and Class Teacher and in consultation with other adults (including the parent/carers) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan or Statement.

Annual Reviews for children with EHC Plans or Statements

A formal Annual Review Meeting, involving the Inclusion Manager, Class Teacher, Parent/carers and any specialists involved with the child will be held annually. Pupils when appropriate are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. If the school or parent/carer felt there are significant changes and the child requires an alternative setting this will be requested at an annual review. Copies of the report of the Review Meeting are sent to the Local Authority, parent/carers and other attending parties by the Inclusion Manager. The presence of a Local Authority representative will always be requested at key times of transition (e.g. Reception, Year 6).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Mediation Services/SEND Tribunal

If parent/carers are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment. The information is also accessible on Southwark Local authority website. Southwark Information Advice Service (SIAS) are available to support families with appeals.

Arrangements for supporting transitions for pupils with significant SEND

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

- ✓ We will contact the School SENCO/Inclusion Leader and share information about special arrangements and support that has been made to help your child achieve their learning goals
- ✓ The SENCO/Inclusion Leader and/or pastoral support leader may visit the child in our school to make contact and gain a better understanding of your child’s needs and put in place any provision necessary prior to their start date.
- ✓ Many secondary schools offer additional transition days for children with SEND in the summer term.
- ✓ We will ensure that all records are passed on as soon as possible
- ✓ In some cases additional multi-agency meetings (TAC- Team Around the Child/ TAF –Team Around the Family) may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.
- ✓ Social Stories are often completed to help your child with understanding transition. The stories are used at home and at school.

When moving classes in school:

- ✓ An information sharing meeting will take place with the new teacher
- ✓ Opportunities to visit the new class and teacher
- ✓ A transition book/social story may be created and sent home with parent/carers to read during the holiday period
- ✓ All classes have planned transition days in the summer term where they get to meet their new teacher and support staff
- ✓ Nursery and Reception children have planned transition programmes that will include parent workshops on how you can help your child when starting school.

When moving to our school

- ✓ All casual admissions will meet with the Head teacher and Deputy Head teacher and Inclusion Manager to collect information.
- ✓ Where there is a SEND need the Inclusion Manager and Class Teacher will where possible attend a transition meeting at nurseries or schools
- ✓ Early Years Practitioners will conduct a home visit
- ✓ Appropriate support will be deployed to meet SEND needs

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Information about funding and resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of children with SEND within the school.

This provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

Pupil Premium

Pupil Premium funding is available to meet the needs of children entitled to Free School meals. Some of these children may also have special educational needs therefore may receive additional support as well as the support from the pupil premium funding. Please refer to our main website to see how pupil premium is spent.

<http://www.stpeterswalworth.co.uk/?s=pupil+premium>

Looked After Children

The school is allocated a separate budget for children who are 'Looked After'. Every six months a meeting is held with the Local Authority, the school and those involved in the child's care to agree on a Personal Education Plan (PEP) which informs the provision and funding required to meet the child's needs.

Use of Funding/Allocation of resources

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by the priorities set out in our School Development Plan. The Head teacher and Inclusion Manager also use the data from our assessments to plan provision to meet the needs of children identified with SEND. If a child has high level needs or an EHC Plan the school will deploy Learning Support Assistants to meet the needs of the child.

Personal Budgets

'A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision

The child's parent or the young person has a right to request a Personal Budget, when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a Personal Budget during a statutory review of an existing EHC plan.

Personal Budgets should reflect the holistic nature of an EHC plan and can include funding for special educational, health and social care provision. They should be focused to secure the provision agreed in the

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

EHC plan and should be designed to secure the outcomes specified in the EHC plan.
'SEN Code of Practice 2015'

For more information on how to request a Personal Budget please see the Southwark Local Offer Below.

<http://www.localoffer.southwark.gov.uk/information-advice-and-support/personal-budgets/>

Children with Statements/EHC Plans

The school will finance the first £6000 of any future EHC plan from the SEND budget any additional funds are agreed by the Local Authority and devolved to the school.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

External Agency/Specialist Provision

The school purchase Speech and Language Therapy through a private company called Integrated treatment Services to provide speech and language services for 1 day per week. The school also purchases therapeutic services for play therapy and a specialist dyslexia teacher from the Bloomfield Learning Centre. Other external agencies and support may be purchased according to the needs of the child.

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children. The **Common Assessment Framework (CAF)** is used by the Inclusion Leader and the Safeguarding and Interventions officer and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

Provision Mapping

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise and needs of children. The provision map is maintained by the class teacher and the Inclusion Manager.

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Information on where to find further support

GENERAL SUPPORT

Southwark Local Offer: For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website: www.localoffer.southwark.gov.uk

Southwarks' Information Advice and Support (SIAS) team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: <http://localoffer.southwark.gov.uk/information-advice-and-support>? You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

AUTISM

National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness. Website: <http://www.autism.org.uk/>

National Autistic Society Southwark Branch offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: southwark@nas.org.uk Tel: 07747 768536

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: www.resourcesforautism.org.uk Email: liza@resourcesforautism.org.uk Tel: 020 8458 3259

ADHD

ADDISS The National Attention Deficit Disorder Information and Support Service provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm> Tel: 020 8952 2800

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

ALL DISABILITIES

Contact a Family is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/>

Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799

KIDS: Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers). KIDS London: 7-9 Elliott's Place, London N1 8HX

Website: www.kids.org.uk Tel: 020 7359 3635

KIDS London SEN Mediation Service

is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Website: <http://www.kids.org.uk/Event/sen-mediation-service> Telephone: 0207 359 3635

Parents' Voices this is a Southwark Parent Carer's Council run by parents who have children with a disability.

Website: www.southwarkpcc.org.uk

Scope is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.

Website: <http://www.scope.org.uk/> Email: helpline@scope.org.uk Tel: (call free on: 0808 800 3333)

DOWN SYNDROME

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service for children (0-6 years) from South London. Assists their physical, language and emotional development. Email: gundy@dircon.co.uk Telephone: 020 7701 9521

DYSLEXIA

The Dyslexia – SPLD trust is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.

Website: <http://www.thedyslexia-spldtrust.org.uk> Email: info@thedyslexia-spldtrust.org.uk Tel: 01344 381564

Dyslexia Action is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

as assessments, screening, tuition and consultancy.

Website: <http://www.dyslexiaaction.org.uk>

Calibre Audio Library is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. They lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk> Tel: 01296 432339 Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)

Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects of the condition. Website: <http://www.dyspraxiafoundation.org.uk> Tel: 01462 454986

HEARING IMPAIRMENT

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk Email: helpline@ndcs.org.uk Telephone: 0808 8008880

MENTAL HEALTH

Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

SPEECH AND LANGUAGE

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/> Email: help@ican.org.uk Tel: 020 7843 2544 - to arrange to speak to a speech and language therapist.

VISUAL IMPAIRMENT

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Website: www.rlsb.org.uk Email: enquiries@rlsb.org.uk Telephone: 01732 592500

St Peter's C.E. Primary & Nursery Primary SEN Information Report



Special Educational Needs and Disability (SEND)

Complaints procedures

The school has a Complaints Policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.

The following is a short overview of the complaints procedure:

Summary of the School's Complaints Procedure

Stages	Description	Timescale for receipt of complaint	Time-limit for School's response
Informal Stage 1	Informal discussions with relevant member of staff and/or Head Teacher	As soon as possible but no later than 5 school days.	
Formal Stage 2	Written complaint to Head Teacher (or Chair of Governors if complaint is about the Head Teacher)	Within 10 school days of receipt of response to stage 1	Acknowledge within 2 school days. Response normally within 5 school days.
Formal Stage 3	Governors' Complaints' Panel Hearing	Within 10 school days of receipt of response to stage 2	Hearing set up within 15 school days with 10 days' notice of meeting. Agenda and papers sent out 7 days in advance. Decision letter within 2 school days.