

Our Local Offer for Special Educational Needs and/or Disability

Please scroll down to the relevant section on the wheel to read more information in detail.



Please see the following page for information on this setting's age range and setting type



Styal Primary School



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Name of Setting	Styal Primary School	
Type of Setting (tick all that apply)	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☒ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)	
Specific Age range	4 - 11	
Number of places	17 children per year	
Which types of special educational need do you cater for?	☒ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in	

Each section provides answers to questions from the Parent/Carer’s Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014).



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Questions from the Parent/Carer's Point of View:

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Identification	
How will you know if my child or young person needs extra help?	
The SEN code of practice 2014 outlines the statutory guidance that all education settings must follow. Pupil and parent views are at the heart of this document. It is important that children with SEND are identified as early as possible. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. At our school, staff monitor all children's progress carefully on a termly basis through regular 'Pupil Progress Meetings' which are led by the Senior Leadership Team. When a child at our school (or a child due to join our school) has been identified as potentially having additional needs then concerns are initially raised with the school SENDCO who would then arrange meetings with those staff working with the pupil, along with the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be needed to enable the child to reach those outcomes. All teachers have training to put strategies into their Ordinarily Available Inclusive Practice (OAIP) to aid all children, including those with additional needs. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to provide further support for the pupil. For some pupils additional out of class interventions might also be offered. Those pupils with the highest levels of need may need support and advice from other agencies outside of our school (such as Cheshire East Autism team, Educational Psychologist, Sensory Occupational Therapy team, the Speech and Language team or Occupational Health). The SENCO keeps a register of pupils requiring additional support so that their progress can be regularly monitored in order to ensure that appropriate provision is in place for them.	
What should I do if I think my child or young person needs extra help?	
If you have concerns about any aspect of your child's education then your first port of call should be your child's class teacher. Class teachers are usually available at the end of the day for a brief chat, though if you think you will require more time, please make an appointment via the school office. The class teacher may then seek the involvement of the school SENDCO.	
Where can I find the setting/school's SEND policy and other related documents?	
The school's SEND policy can be found on the school website by following this link: http://www.styal.cheshire.sch.uk/page/policies/707	



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Teaching, Learning and Support	
How will you teach and support my child or young person with SEND?	
It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Cheshire East Toolkit for inclusion outlines provision and support to be put into place. It outlines the Ordinarily Available Inclusive Practice (OAIP) that is available in all classrooms to support all pupils. Our priority is the provision of high-quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, support for sensory needs, scaffolded work, small group work or 1:1 teaching. Class teachers and support staff are supported through regular professional development opportunities to enable them to provide differentiated learning opportunities for the pupils in their class. The school has a range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, others are personalised approaches based on best practice guidance, which will be tailored to the needs of the individual child. For those with significant or complex needs, the school seeks the advice of specialists, for example Educational Psychology team, Cheshire East Autism team, Sensory Occupational Therapists, Speech and Language Therapists, Play therapists and Occupational Therapists. In some cases, these specialists might work in school with the child or the SENDco might consult with them online. Some pupils will require specific strategies to enable them to make progress, these pupils will have a pupil passport with strategies and provision outlined for them. These are reviewed termly and shared with pupils and parents at parent’s evenings. Where additional levels of support are required, a pupil will be deemed as SEN support (sometimes known as SEN K) and a School SEN Plan is created, which will set individual targets for the pupil and outline the provision available to each child and will be available to parents. This is based on an assess, plan, do, review cycle (known as a graduated approach) which is at least termly. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child’s progress at parent-teacher meetings. There is also the opportunity to contact the school SENDCO to discuss the pupil’s needs in more detail. When a SEN K pupil hasn’t made expected progress despite the school taking relevant and purposeful action or the pupil has severe or complex needs and requires significant support to access the curriculum, it may be deemed necessary to apply for an Education, Health and Care plan.	
How will the curriculum and learning environment be matched to my child or young person’s needs?	
All class teachers take responsibility for meeting the needs of all learners in their class by adapting the learning. The Cheshire East Toolkit for inclusion outlines Ordinarily available inclusive practice to be provided by school. Where pupils have SEND, class teachers will be aware of the pupil’s areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks coloured overlays, different text types or board colours or for those with language processing differences, visual supports are used as an additional prompt. Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in the learner’s knowledge are covered. We aim to encourage independence in all learners and this is promoted by ensuring that independent tasks are matched as far as	



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Teaching, Learning and Support

possible to the learner. On the whole the class teacher will be responsible for such differentiation, though where and when necessary, they will work in collaboration with the SENDCO and other specialists, to ensure that the learning outcomes are optimal. All additional provision and monitoring for pupils with SEND is overseen by the SENDCO.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

We will always ensure that in the first instance High Quality Teaching is in place, so budget allocation may be spent on ensuring that specific resources are in place to make sure the SEND pupil can access as much of the curriculum as possible in an inclusive manner. This may mean using a laptop, writing slope, task list, visual support or colour transparency, depending on their need. For those pupils requiring additional provision then funding will be allocated accordingly, this may be in the form of an intervention programme, work with a specialist teacher or in some cases additional adult support. Funding is matched to the provision needed in order for the pupil to achieve specified outcomes as set and agreed on the individuals SEN support plan or EHC Plan. The SEND budget is the responsibility of the Head teacher and SENDCO who will discuss and monitor how the finances are used to ensure that allocation is appropriate and effective.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

When a child's needs are initially identified, a discussion will take place between all parties involved (in the first instance this is most likely to be the class teacher, SENDCO, parents and the pupil). At this meeting, desired outcomes for the pupil will be agreed and we will then work out the provision needed in order for these outcomes to be met. Where necessary other agencies and specialists may also be consulted, once again depending on the needs of the child. These outcomes and provisions will be regularly reviewed to ensure that they are effective and appropriate. As a parent you will be involved and consulted regularly along the way as the knowledge you hold of your child will of course be invaluable. If there are any differences of opinion about the nature of support required then the school may seek the advice of external agencies to support the decision-making process.

How will equipment and facilities to support children and young people with SEND be secured?

Our school possesses, or has access to, a range of equipment to support pupils with SEND, such as writing slopes, special pens, coloured overlays, visuals, cue cards and differentiated reading materials, visual supports, ear defenders, attention aids. The SENCO will allocate the use of these based on the needs of the child. Any additional resources which are thought to be of benefit to the pupil will be accessed via the relevant external agency. Once again parents will be consulted on these decisions.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

Teachers and teaching assistants monitor the progress of all children on a daily basis, therefore it is these adults who are best placed to identify whether a learner's progress is on track. Assessment is carried out in many different ways. Oral assessments, as well as general observations, are used daily to inform the teacher of the child's next steps, and end of unit tests or summaries of learning assess how much knowledge children have retained over time. Formal progress is recorded termly and this information is then monitored in a meeting between the class teacher and the Senior Leadership Team. Progress will be formally shared with parents 3 times a year – in the form of 2 Parents Evenings and in a written end of year report. Children with significant needs will have their progress reviewed more regularly and, in some cases, a home-school book may be set up for weekly/daily updates between the staff working with the child and the parent. For learners with SEND their SEN support plan will be discussed with parents at parent's evenings and for those with EHC Plans an annual review will also be held.



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Teaching, Learning and Support

Class teachers are available, discuss the child's progress by making an appointment through the school office.

The school website features an overview of the learning which will take place in each class during that particular term so that parents can become involved in their child's learning.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

Pupils' opinions are sought at a level which is accessible to the individual. They will be asked for their opinions about their own learning, including their strengths, their achievements and their desired outcomes/goals. Pupil involvement is always carefully planned so that self esteem is protected and only those adults who know the child well are involved.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The school SENDCO, along with the Head teacher undertake termly monitoring of pupil progress and of the effectiveness of provision. Such monitoring involves in-depth discussions about the progress of every child, the effectiveness and suitability of intervention programmes and the progress of a cohort as a whole. The school works closely with a cluster of other local schools which enables opportunities for shared moderation and provides support for senior leaders in undertaking rigorous monitoring. We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about all pupils' needs are visible to staff alongside academic data.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils with SEND is communicated to all relevant school staff (this could include office staff and mid-day assistants) which outlines any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example a child may need to be supervised more closely during more vulnerable times, such as break-time, lunchtime, PE lessons or the start/end of the day.

What pastoral support is available to support my child or young person's overall well-being?

As well as a whole school focus on social and emotional wellbeing through our PSHE teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalized and is generated through discussion with pupils and their families. We also have members of staff who are nominated mentors to children who need some extra emotional support during the school day as it helps them to know that there is always somebody, in addition to the class teacher, to whom they can turn.

It is sometimes appropriate for us to offer support to the peer groups of pupils with SEND. We have adult support at lunchtimes with social interaction groups to



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Keeping Students Safe and Supporting Their Wellbeing

address SEMH needs. This may take place in an open, yet sensitive, manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention), or at other times this can take a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events/weeks linked to anti bullying. All staff members are vigilant in monitoring the children's behaviour for indications of bullying and where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. To read our Anti-Bullying Policy please follow this link:

<http://www.styal.cheshire.sch.uk/page/policies/707>

How will the setting, school or college manage my child or young person's medicine or personal care needs?

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, the pupil will go to the school staff room (where medication is kept) and their medicine will be administered by the pupil's allocated First Aider (each class has their own 'Link First Aider') in the presence of another staff member. With reference to medication such as asthma inhalers, epi-pens and antihistamines these are kept in the child's classroom. Inhalers are stored within reach of children, whilst epi-pens and antihistamines are stored in a safe and clearly labelled place out of reach of the children. For pupils with more complex medical needs, a health care plan is written in conjunction with parents and specialist nurses. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. For pupils with more complex medical needs, it may be more appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For those pupils with toileting needs, an intimate care plan is written and shared with parents and every care is taken to ensure the pupil's dignity is kept intact, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day. An intimate care policy is available to access here

<http://www.styal.cheshire.sch.uk/page/policies/707>

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data.

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

Staff undertake regular first aid training in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

What support is available to assist with my child or young person's emotional and social development?



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Keeping Students Safe and Supporting Their Wellbeing

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and they seek to support children in managing their emotions and relationships on a day to day basis. Adult mentors are assigned to pupils who may require further support. This support may be in the form of a weekly 1:1 session or it may be more flexible support which the pupil knows is available to them should they need it. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has a clear 'Positive Behaviour Policy' (<http://www.styal.cheshire.sch.uk/page/policies/707>) which is implemented consistently. Our behaviour policy is displayed in visuals in every classroom to make it clear for our pupils with SEND. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this may involve alternative arrangements for their most vulnerable times of the day, for others this may involve a 'time out' arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. We do keep a log of all behaviour incidents so that we can spot any triggers in order to try and identify patterns. When they are identified, we can then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour. We use a restorative justice approach, after the event, and when the child is calm in order to support the pupil to make better choices.

See our Positive Behaviour Policy for more information: <http://www.styal.cheshire.sch.uk/page/policies/707>

We take active steps to improve attendance. The Headteacher and SMHL work closely with families and the Attendance Team at Cheshire East where if attendance is of concern, school offer support and find holistic ways to improve the situation.

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Working Together & Roles

What is the role of my child or young person's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day to day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults/physical prompts/ interventions).

Who else has a role in my child or young person's education?



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Working Together & Roles
The Head teacher oversees the running of the school, ensuring that all elements of a pupil’s education are in place. The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews. In addition to the class teacher, pupils may also work closely with our teaching assistants. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. Some children with the highest level of needs may need more support from teaching assistants. Occasionally, external agencies (or specialists) might be consulted to provide specialist advice about pupils.
How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. All class teachers and any key workers involved with the child will be given a copy of the SEN support plan, specialist plans or EHC Plan and there are regular opportunities to discuss the content of these with the SENDCO.
What expertise is available in the setting, school or college in relation to SEND?
All school staff have a very good awareness of SEND through regular staff meetings, INSET training or external courses led by specialists or the school SENDCO. The SENDCO has regular consultations with specialists (Education Psychologist, Speech and Language therapist, Cheshire East Autism Team, Sensory occupational therapist) and disseminates this information to staff regularly. A number of the teaching assistants have undertaken a range of relevant professional development opportunities to enhance their knowledge of SEND.
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?
The school works with a wide range of services. We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as with Parent Partnership and voluntary organisations such as SPACE for Autism. We do organise multi-agency meetings to discuss pupil’s needs, (e.g. CAF) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.
Who would be my first point of contact if I want to discuss something?
Your first point of contact should always be your child’s class teacher.
Who is the SEN Coordinator and how can I contact them?



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Working Together & Roles
The school SENDCO is Mrs Claire Holliday and she is available to support you in matters relating to SEND. She can be contacted in person or via the school email address (please mark the subject 'FAO School SENCO'): admin@styal.cheshire.sch.uk
What roles do your governors have? And what does the SEN governor do?
The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND and regular meetings between the SEND governor and SENDCO take place to ensure that all pupils, including those who are looked after, make progress.
How will my child or young person be supported to have a voice in the setting, school or college?
Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual- this may be in pictorial form. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly to share the views of their peers.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
Parents are encouraged to take an active role in the setting. We have a core group of parents who volunteer in school e.g. hearing readers. There are opportunities to join the 'Parents of Styal' who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter. We also have a Parent Council which is well attended and serves as a voice for the parents. They meet half termly with a senior member of staff.
What help and support is available for the family through the setting, school or college?
We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENCO, along with key workers and teaching assistants, are always ready to provide support to parents if required. This might be help with completing forms or signposting them to agencies who can help further. Information about parent support groups is shared with parents via the school's newsletter or emailed out directly to parents. We aim to personalise communication to suit families. For those who find it difficult to access written documents, we communicate in person, by phone or text

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Inclusion & Accessibility
How will my child or young person be included in activities outside the classroom, including trips?
As an inclusive school, we seek to ensure that all pupils, regardless of their needs, are able to attend enrichment opportunities such as trips, residentials and after school clubs, sporting events during the school day. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils by arranging mobility support on a school trip, booking accessible accommodation for residential



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Inclusion & Accessibility

trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

All buildings are fully accessible.

Are disabled changing and toilet facilities available? ☒

Details (if required)

We have 2 disabled toilets.

Do you have parking areas for pick up and drop offs?

Details (if required)

Due to our slightly remote location in Styal, parking is mostly on Altrincham Road or Quarry Bank Mill car park which requires a longer walk to the school. However, there is access from the car park at the rear of the mobile classrooms where parents can park and access the school through a gate and walk directly into the school grounds and onto the playground. School will issue a car parking permit for those that require this access.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

n/a

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Transition



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Transition	
Who should I contact about my child/young person joining your setting, school or college?	
For information about entry please email the main school office (admin@styal.cheshire.sch.uk) who will discuss the entry process with you. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.	
How can parents arrange a visit to your setting, school or college? What is involved?	
We offer a range of transition visits for new reception pupils, however we encourage the families of pupils with SEND to arrange additional visits to ease the transition further as well as a separate visit with the school SENDCO so that information which specifically relates to your child's requirements can be shared.	
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)	
Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the head teacher and/or SENDCO. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc. Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We have very good links with our local high schools and work closely with the staff from those settings.	



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Additional Information	
What other support services are there who might help me and my family?	
Within the school setting the Headteacher or the school SENCO, Mrs Claire Holliday are available for additional support. Parent partnership can be accessed by following this link: https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx	
When was the above information updated, and when will it be reviewed?	
The above information was updated in July 2026 and will be reviewed in July 2027	
Where can I find the Cheshire East Local Offer?	
The Cheshire East Local Offer can be found at: https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx	
What can I do if I am not happy with a decision or what is happening?	
As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher and then if they are unable to help, with a senior member of staff such as the SENDCO or the Headteacher. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance you may take the issue up with the Governing Board.	