



The Queen Anne
Royal Free CE First School

The Queen Anne Royal Free C.E First School

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Date of next review: October 2027

Name of Headteacher: Judith Street

Name of SEN Coordinator (SENCo): Francesca Collin

Name of SEN Governor: Dr Kerry Howcroft

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School website: <http://www.queenannefirstschool.org.uk>

Type of school: The Queen Anne Royal Free CE First School is a Maintained school under the Royal Borough of Windsor and Maidenhead Learning and Care Directorate.

We are a Church of England Controlled school with a joint association with the Diocese of Oxford.

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- We are an inclusive mainstream school and regularly support pupils with a whole range of special educational needs, including learning difficulties, sensory needs, Dyslexia, Autism Spectrum Disorder, ADHD, Down's Syndrome, Speech and Language difficulties, emotional and behavioural needs and physical disabilities.
- Sometimes a child needs a more intensive level of specialist help that cannot be met from the resources available in the school. In such cases, the school will consult with parents and RBWM to determine the most suitable provision for your child. Some children's needs may be better met by attending a school or college that specialises in educating children and young people with specific educational needs or disabilities. There are options both in the Royal Borough of Windsor and Maidenhead, as well as out of the borough if appropriate.
- The Queen Anne First School is fully-inclusive; we encourage all children to take part in all activities both within and outside of school, as well as attending all events and trips.
- We ensure that parents/carers are fully-informed as to the trips and activities open to every child and, when required, extra support will be provided to ensure full participation by all children.
- A number of the trips and educational visits can be subsidised by the school, thus ensuring that all children can access these extra-curricular activities.
- We offer a before and after school clubs which are fully inclusive including 'Drop and Stop' and 'Stay and Play', along with French and a range of after school clubs, funded by parents/carers.
- We recognise that children with Special Educational Needs are often more vulnerable than others. Safeguarding all pupils is our priority. We have a range of safeguarding policies and procedures which can be accessed on the school website or via the school office.

Children with SEN will be supported through a SEN Support Plan or an Education and Health Care Plan (EHCP)

What is an SEN Support Plan

A SEN Support Plan is a detailed plan that sets out next steps, targets and strategies to help your child learn. It may contain three or four individual, short-term targets for your child to focus on. The targets relate to aspects of the curriculum (literacy, numeracy, etc.) and/or they may focus on other areas such as engagement in class, behaviour or social skills. SEN Support Plans are written by the school and should be regularly reviewed and updated.

What is an EHCP?

To be eligible for an EHC Plan, a child or young person must have special educational needs (SEN) that can not be met by SEN Support through a SEN Support Plan within their educational setting. If a child or young person (0 to 25yrs) has shown significant delays or difficulties with their learning, then the Local Authority will consider whether an EHC needs assessment is necessary or whether their needs can be met through the services in the Local Offer.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- If your child has been to Nursery, you may already know or suspect that your child has SEN and you may even have been given individual targets for them to work towards.
- Some children may have special needs which are identified by the class teacher when they start primary school. All children will need time to settle in to school, and teachers recognise this when they assess all of the children very carefully in their first few weeks with us. If we think that your child has SEN and may need some extra help with their learning, your child's teacher will chat through any concerns with you first of all.
- All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Management Team within the school.
- Termly reviews of progress are made between class teachers and the Senior Management Team, with any SEND issues or concerns being monitored closely.
- SEN Support Plans bring together all targets for an individual child, ensuring a joined-up Home/school approach is followed. This ensures effective transfer and practice of skills both in and out of the classroom. SEN Support Plans are reviewed at least every term.
- The SENCo operates an open-door policy to allow staff to raise concerns, or review the needs of a child at any time.
- As a small school, any concerns about a child can be raised quickly and easily and where appropriate, dealt with directly within the school, or relevant professionals informed.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help? (continued)

- Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, the SENCo or the Senior Leadership Team
- We use both formative and summative assessment for pupils across the school. A teacher's knowledge and understanding of a pupil's progress is our primary tool for assessing pupil progress. Teachers assess pupils against age related expectations, using core descriptors from the current curriculum.
- In addition to this we use standardised testing, which may include Sandwell Maths Assessment or the Helen Arkell Spelling Test (HAST-2). This enables us to develop a rounded picture of a pupil's academic progress and attainment across the year.
- Additionally, we may assess a pupil using a social communication checklist, Boxhall Profile (Social, emotional and behavioural assessment), BPVS or against CYPIT recommended developmental milestones prior to referral for additional support.
- We liaise closely with a range of external professionals including Educational Psychologists, Speech and Language, The Shine Team (autism outreach service) and Occupational Therapists, Specialist Down Syndrome Consultant, Teacher of the Deaf, and CAMHS (Child and Adolescent Mental Health Services).

c. What should I do if I think my child/young person may have special educational needs/disabilities?

- If you think your child may have Special Educational Needs, then talk to your child's teacher and share any worries that you have, we can only help if we know that you have concerns and you tell us what they are!
- Make an appointment with your child's teacher at the end of the day, pick up the phone and give us a call or send the teacher an email, we will always respond as soon as we can.
- We will identify how much support your child needs in order to make good progress with their learning and who can help with this.
- We will give your child some targets, which we will discuss with you.
- We will tell you how we will support your child at school so that they can meet their targets as quickly as possible.
- We will ask you to help your child at home and we will give you some ideas of how to do this.
- After offering catch up support and following professional diagnosis and guidance, we will put your child's name on our Special Needs register in school so that we can monitor their progress very carefully. We have to do this by law.
- If you are not happy with the outcome the meeting, you will be offered a meeting the Head Teacher and, if needed, you will be able to follow the school's complaints policy.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- We will all work together to support your child. After discussions with you, the class teacher, the SENCo and relevant professionals, we will review your child specifically to determine the most appropriate support for your child's needs.
- Together we will ensure that your child gets a range of support, which may include reasonable adjustments made during high quality first teaching, small group work, 1:1 working with an adult; in the classroom during whole class teaching time and very specific teaching, for example speech and language support/social and behavioural support where this is needed.
- Every child is different so the support they get will be specific to them.
- Your child will have a SEN Support Plan which sets out all the details of their support and you will be asked to contribute to this, discuss the suggested targets and to support your child by working on their targets at home.
- All of our teachers are skilled in High Quality Teaching and supported to adapt teaching to meet the diverse range of needs in each class. They plan lessons so that the school curriculum is accessible and challenging for all children. Daily planning takes into account individual pupils needs and requirements.
- Adaptive teaching is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Some children may just need a bit of extra explanation, modelling, time, or other children will have individual practice of crucial basic skills whilst receiving support to participate in whole class lessons at their own level. A child may be provided with have individual resources to enable them to access a specific task or to help them to manage within the classroom environment. For some children, a bespoke task with the same curriculum goal may be adapted to meet the child's needs

- Children may work with an adult 1:1, in small groups or work as part of the whole class.
- Quiet working areas are available outside the classroom to meet the needs of a range of children.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed ability setting to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils, but our long-term goal is for all learners to have independent learning skills.
- Support is available for pupils with physical needs to ensure that they engage in the activities of the school with pupils who do not have Special Educational Needs.
- We adapt our PE lessons to ensure that all pupils are included and supported. We liaise with Occupational Therapist, the Sensory team and other experts to provide a rich and inclusive physical education for our SEN pupils.
- Children with SEN have a SEN Support Plan, which outlines the agreed targets for your child. All staff involved with your child will review your child's progress towards their targets at least termly. The progress of all children with Special Educational needs is reviewed by the school's senior management team each term.

- Children with an Educational Health Care Plan (EHCP) will have yearly reviews with the parents, child (if appropriate), class teacher, SENCo and any other supporting professionals.
- Children under the age of five will have 6 monthly EHCP reviews.
- The effectiveness of SEN provision is regularly reviewed by the SENCo and Head Teacher. Effectiveness is judged on the progress of children towards their personal targets. If progress is not as expected, then the support package is reviewed and altered to meet the child's needs.
- High quality teaching ensures that ongoing assessment for learning is an integral part of the daily classroom context for all pupils.
- SEN Support Plans are based on an 'Assess, Plan, Do, Review' model and reviewed least termly with parents. These meetings ensure that progress is jointly monitored and collaborative targets set by the class teacher and parents/carers.
- The class teacher will then implement specific strategies to target the area requiring additional support.
- Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, SENCo or the Senior Leadership Team

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- Speech and Language training
- Specific medical training
- We have eleven teaching assistants in the school, most of whom have many years of experience. We have an ELKAN trained teacher and staff trained in Non- Directive Play, Drawing and Talking and ELSA.
- We use the 'Song of Sounds' phonics scheme to teach phonics and early reading, which combines the best of Jolly Phonics, Read, Write Inc and Letters and Sounds concepts and teaching strategies, and is a government approved scheme.
- We have acoustic tiles in EYFS, Y1 and Y2 and disabled access throughout the school.
- The use of visual timetables is integral to our classroom management and planning.
- Teachers provide High Quality Teaching in the classroom and will make reasonable adjustments to accommodate your child's needs.
- A range of interventions are offered to meet children's specific needs. The type of intervention is regularly reviewed to ensure that the children are making progress and that the interventions meet the child's specific needs. The SENDCo and class teacher discuss specific needs and appropriate interventions with parents.

c. How is the decision made about what type and how much support my child/young person will receive?

- We use formative and summative assessment, as outlined in Section B, to make informed decisions regarding the type of support a pupil may require
- Additionally, in agreement with parents, we may make a referral to, for example, an Educational Psychologist, speech and language therapist or occupational therapist, or other professional for additional assessment of needs to be made. These assessments may include social communication and cognitive assessment.
- We will then seek to implement any support strategies recommended.
- We may occasionally seek support from special school outreach services and RBWM.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- The school strives to work closely with parents to provide effective support for all pupils.
- If your child has a Special Educational Need before they join the school, a meeting may be held with parents, class teacher and SENCo/Head Teacher and any other professional already involved prior to their start date. A plan can be made to ensure that the school is ready to support your child on entry. Any training needs, specific strategies or resources will be identified. It is important the school is ready to support your child on entry.
- Parents are kept informed of their child's progress on a regular basis. Parents of children with Special Educational needs will be invited to a meeting with the class teacher and/or the SENCo to review their child's progress and jointly plan targets on at least a termly basis. Parents are welcome to make appointments to discuss any concerns about their child at any point. We will always set an appointment for as soon as possible.
- Children are at the heart of the learning process. Targets are broken down and explain clearly to children in ways which will be appropriate and meaningful to them.
- They share success through contributing to their SEN Support Plan. Children are asked about their learning, and asked to contribute to their own targets, at an appropriate level commensurate with their individual special needs.
- Parents may contact the class teacher or SENCo through the school office 01753 830885 or by email - office@queenannefirstschool.org.uk or senco@queenannefirstschool.org.uk

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- The Queen Anne takes a child and family-centred approach to learning and personal development.
- Consequently, we are keen to collaborate with all pupils regarding their learning journey.
- Pupils can be made aware of child friendly targets, and celebrate success, before moving onto next steps in their learning.
- They receive oral and written feedback on a regular basis and are encouraged to develop their own thoughts and ideas, interests and goals.
- We have two teaching assistants who are trained in Non-Directive Play, two teaching assistants trained in Drawing and Talking, and one Emotional Literacy Support Assistant (ELSA), which places the child at the centre of the learning experience and enables staff to be responsive to pupils as they work together to develop learning in all areas.
- The SEN Support Plans act as a regular point of reference to both adult and child in planning next steps and celebrating achievements – these are signed by the child and parents.
- The child can attend a SEN Support Plan review meeting and, if at all possible, their contribution is recorded and valued.
- If your child has an EHCP, he/she/they will discuss and record their thoughts, feelings and goals in words and pictures with a trusted member of staff (SENCo, class teacher or teaching assistant).

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- Children with SEN have a SEN Support Plan, which outlines the agreed targets for your child. All staff involved with your child will review your child's progress towards their targets at least every term. The progress of all children with Special Educational needs is reviewed by the school's senior management team each half term.
- Children with an Educational Health Care Plan (EHCP) will have yearly reviews with the parents, child (if appropriate) class teacher, SENCo and any other supporting professionals.
- The effectiveness of SEN provision is regularly reviewed by the SENCo and Head Teacher. Effectiveness is judged on the progress of children towards their personal targets. If progress is not as expected, then the support package is reviewed and altered to meet the child's needs.
- High quality first teaching ensures that ongoing assessment for learning is an integral part of the daily classroom context for all pupils.
- All teachers hold SEN Support Plan review meetings with the parents/carers of children benefitting from additional support within the class. These meetings ensure that progress is jointly monitored and collaborative targets set by the class teacher and parents/carers. The class teacher will then implement specific strategies to target the area requiring additional support. Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, SENCo or the Senior Leadership Team.

b. How do you involve my child/young person and parents in those reviews?

- Parents and pupils are integral to our on-going monitoring, assessment and reviews.
- We regularly meet parents informally and are keen for parents to discuss concerns, share successes, ideas and strategies for supporting pupils.
- At annual reviews we welcome parent and pupil input, and usually ask parents if there are any representatives from outside agencies they would like to attend.
- Prior to review we ask parents and pupils to complete a review of their thoughts and feelings re targets, plans and successes and challenges. Pupil voice is represented words/pictures/sign as appropriate.
- Records of all reviews are given to parents for agreement and approval after any meeting.
- We regularly review PEP plans for looked after children alongside pupils and parents/carers and welcome attendance from representatives of the virtual school.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Intervention and support for pupils is bespoke and includes careful assessment to identify areas requiring support.
- Gaps are identified and support is based on teacher knowledge and assessments, which may include HAST-2 (spelling), and Sandwell (Maths), and BPVS assessments along with any assessments made by external agencies, such as Educational Psychologist, Speech and Language therapist.
- Social, Emotional and Behavioural needs may be assessed using the Boxhall Profile.
- Once needs are identified, SMART targets are set and a clear plan is outlined for supporting pupils.
- This might include an evidence based intervention such as Numicon – Closing the Gap, or Song of Sounds, or might consist of a behaviour/emotional programme designed for example by the Educational Psychologist, SHINE, or OT.
- On-going assessment against targets then continues, along with an exit assessment on completion of an intervention to evaluate effectiveness of support and modify appropriately as required.

c. How do you know if the provision for children and young people with SEND at your school is working? (continued)

- Children with SEN have a SEN Support Plan which outlines the agreed targets for your child. All staff involved with your child will review your child's progress towards their targets every six weeks. The progress of all children with Special Educational needs is reviewed by the school's senior management team each half term.
- Children with an Educational Health Care Plan (EHCP) will have yearly reviews with the parents, child (if appropriate) class teacher, SENCo and any other supporting professionals.
- The effectiveness of SEN provision is regularly reviewed by the SENCo and Head Teacher. Effectiveness is judged on the progress of children towards their personal targets. If progress is not as expected, then the support package is reviewed and altered to meet the child's needs.
- All teachers hold SEN Support Plan review meetings alongside the SENCo, with the parents/carers of children benefitting from additional support within the class. These meetings ensure that progress is jointly monitored and collaborative targets set by the class teacher, SENCo and parents/ carers.
- The class teacher will then implement specific strategies to target the area requiring additional support.
- Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, SENCo or the Senior Leadership Team.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

We have a strong pastoral approach in school who will work together to create an appropriate package for support tailored to your child's individual needs.

Support offered might include:

- Classroom strategies led by class teacher and teaching assistant
- Support from the specific SEN Teaching Assistants
- ELSA sessions
- Non-Directed Play support from trained TAs
- Drawing and Talking – a therapeutic intervention led by Teaching Assistants
- Forest bathing sessions
- Emotional regulation support, sensory circuits and movement breaks

At times it might be necessary to draw upon guidance from outside professional agencies, for example the Educational Psychologist or Behaviour Support Team. We will always consult with you before making a referral.

We have a clear anti-bullying policy within the school, and will respond swiftly to concerns raised by pupils, staff or parents in accordance with this policy.

Our whole school weekly focus on a 'Fruit of the Spirit' helps underpin our value system and we encourage the entire school community to demonstrate 'Love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self-control' in our interactions together.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We work closely with both nurseries and middle schools to ensure smooth transition both into The Queen Anne and when pupils move on to their next stage.

Our Foundation Stage teacher may visit pupils in their nursery setting prior to arrival.

We actively encourage meeting with parents and pupils prior to starting at The Queen Anne First School for pupils with additional needs, and will facilitate multi-agency meetings where possible to ensure a clear understanding of a pupil's needs and plan of support is in place prior to arrival

In Year 4, we prepare students for transition gradually across the year, often offering transition support through SHINE, bespoke groups such as one run by the Behaviour Support Team, Non-Directed Play sessions or Forest Bathing for pupils who would benefit from this additional support.

We may offer additional supported visits to transition schools for pupils who would benefit from this additional support.

With informed parental consent, we liaise closely with other schools to ensure relevant paperwork is shared for smooth transition.

We are aware that pupils with additional needs may sometimes find transition both into school and between classes challenging and may prepare bespoke transition booklets for pupils, including photographs of new classes, teachers, pupil likes, dislikes, hopes and wishes.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

When a child is due to transfer to another school, the SENCo or the Head teacher will liaise with the receiving school to ensure that they have all necessary information they need about your child so that they are ready to support by the time they make the transition.

Where necessary, meetings will be arranged and these may involve families or professionals and may happen on a regular basis in the run up to transition.

Where appropriate, the child will receive transition opportunities e.g. visits, photographs, discussions, visual timetables, calendars etc. or transition support.

Our Year 4 teachers will meet with middle school representatives towards the end of the year to discuss pupils directly and, with parental consent, share any EHCPs, SEN Support Plans, progress levels and effective support strategies with the next school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- The Queen Anne has wheelchair access at all points of entry and also offers disabled toilet facilities.
- The school hall and all FS/KS1 classroom are fitted with 'Acoustic Tiles' facilitating an improved auditory environment, particularly for the hearing impaired.
- There is a disabled parking space at the front of the school entrance.

b. What if my child needs specialist equipment or facilities?

- We liaise with external agencies for advice, guidance and loan of specialist equipment for example acoustic tiles (Sensory Consortium).

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- The Queen Anne is fully-inclusive; we encourage all children to take part in all activities both within and outside of school, as well as attending all events and trips.
- We ensure that parents/carers are fully informed as to the trips and activities open to every child and when required, extra support will be provided to ensure full participation by all children.
- A number of the trips and educational visits can be subsidised by the school, thus ensuring that all children can access these extra-curricular activities.
- We offer before and after school clubs 'Stop and Drop' and 'Stay and Play', French and a range of after school clubs, funded by parents/carers.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We offer a bespoke service tailored to children's individual needs. So, if your child has a specific Special Educational Need, then staff will receive specialist training to support your child's individual needs.

All staff undertake on-going professional development and this has recently included:

- Attachment Theory
- Supporting Children with Down's Syndrome
- Speech and Language Training
- Dyslexia
- Specific medical training
- Young Carers
- Drawing and Talking
- Autism

We have eleven teaching assistants in the school, most of whom have many years of experience.

We have an ELKAN trained teacher and staff trained in Non-Directed Play, Drawing & Talking and ELSA.

All staff receive regular training from the health service around key medical issues which could arise for children.

Individual staff are trained in First Aid and are strategically placed around school.

The SENCo provides in-house support on developing SEN Support Plans and around specific requests from staff, or as necessary to support a particular child or group of children. Where necessary, specialist training is brought into the school.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Sometimes, despite all the support children get in school, the children need further support and we need to get the expertise of colleagues who do not work in school. We may invite them in to work with your child or refer your child on to them.

These could include:

- Speech and Language Therapist
- Educational Psychologist
- Behaviour Support Outreach team
- Sensory Consortium
- Virtual School for Children who are Looked After
- Occupational Therapist
- Health Visitors/ School nurses
- Paediatricians
- CAMHS – Child and Adolescent Mental Health Services
- Family Friends
- Early Help
- SHINE

We would always get your permission before involving outside agencies like these.

We work closely with the outside agencies listed above. If they recommend that your child needs any specialist equipment or facilities, then they would be provided, in consultation with the outside agency.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

- If you have any worries or concerns, please discuss them straight away with your child's class teacher. An appointment can always be made to discuss your child's needs with the SENCo or Head Teacher.
- If you have a complaint about the school's provision for your child, you will be requested to follow the school's complaints policy, a copy of which is available on the school website or from the school office by request.
- You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families.

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

- Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:
https://rbwm.afcinfo.org.uk/local_offer

8. Policies

- a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

- b. Where can I find other school policies relating to SEND?**

The school policies are available on the school website at the following link:

<http://www.queenannefirstschool.org.uk/>

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

If you have any queries about Special Needs provision at our school, please do not hesitate to contact our SENCo, Mrs. Collin, senco@queenannefirstschool.org.uk or Head Teacher, Mrs. Street, jstreet@queenannefirstschool.org.uk

Any member of school staff can be contacted through the school office: 01753 830885.

The Royal Borough of Windsor and Maidenhead's Children and Young People Disability Service:

Email: cypds@rbwm.gov.uk

Telephone: 01628 685878

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

If you have a concern or complaint regarding the school and its provision, please make an appointment to speak with the head teacher, so that you can personally explain the nature of your complaint. We can only resolve difficulties if we know what they are! We will always respond as soon as we can. Please do not hesitate to contact Mrs. Street:

Tel: 01753 830885

Email jstreet@queenannefirstschool.org.uk

Full details of the Complaints Policy can be found at:

<http://www.queenannefirstschool.org.uk/our-school/policies/guide-to-making-a-complaint/>

11. Confidentiality

a. How will the SEN information about my child be stored and share?

We follow the latest GDPR guidance on storing and sharing information.

We follow our Safeguarding Policy if we have any safeguarding concerns.

Information is shared with external agencies with parental permission and involvement.

Information is shared with the receiving school when your child moves to another school.