

Local Offer Submission for 2016/17

Inkpen Primary School

Inkpen is a small village primary school with a family ethos. Children with SEND (Special Educational Needs and Disabilities) are integrated fully into all aspects of school life. Inkpen School believes that all children including those with SEND should have the opportunity to reach their potential across the curriculum. The school works with the parents and outside agencies to ensure the child's needs are met. The school has a designated SENCo (Special Educational Needs Coordinator) who coordinates assessment, intervention and transition arrangements with the support of all other staff.

At Inkpen, we aim for lifelong learning; happy children who are confident, independent and self-motivated learners. Our curriculum is broad and balanced; expectations are high and so too is the level of challenge for all. All children in KS2 are taught French and all use our excellent ICT facilities. Sport and physical exercise is very important to us at Inkpen Primary School and our extracurricular activities are always popular. Our clubs include football, netball, multi skills, music, and pottery. Our size means that all our children are able to take part in the stage productions, sports teams and other enrichment activities. Our children are happy with excellent behaviour and attitudes throughout the school. We are very proud that secondary schools regularly tell us how confident, able and well-rounded pupils from Inkpen Primary School are. If you would like to visit the school, please phone or email – we love showing people round.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

At Inkpen School we discuss concerns with the SENCo. These may relate to learning challenges, behavioural challenges, physical and sensory issues as well as social and emotional situations. These are recorded on an awareness form that is kept in the SEND file for that year group. If, following suggested activities, opportunities and support, the situation is not resolved the school SENCo will carry out a series of activities with the child to identify areas of learning need. If the situation is not learning based the school, with parents/carers, will identify the appropriate people or organisations to contact in order to provide further advice, support or assessment.

1.2 What should I do if I think my child has SEND?

Your first step would be to talk to your child's class teacher raising your concerns. These may be concerns about your child at home or how your child is getting on, socially or academically, at school. An awareness form would then be completed outlining your concerns. School will then liaise with you to discuss the situation over the following weeks.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

Once a child has been identified as having SEND the school SENCo will work with the class teacher, and parents/carers to identify the key outcomes to be considered over the next period of time. The class teacher will manage the day to day education programme for your child in consultation with outside agencies following a diagnosis, including the Sensory Consortium, Autistic Spectrum Support Service, and medical professionals as well as other services such as Educational Psychology, Speech and Language Therapy and the Cognition and Learning Team.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

As part of the Education Health and Care Plan you will be invited into school to work with the staff in the setting of targets and provision of support for your child. Children who do not have an Education Health and Care Plan will be supported in the same way, with parents being invited into school for regular meetings with the Class Teacher to discuss and evaluate targets and programmes that are being worked on. There will be a Support and Achievement Plan (SAP) to confirm the provision of support and the key outcomes that have been agreed upon, which will be written and evaluated at least once per term.

2.3 How will the school balance my child's need for support with developing their independence?

In some situations a child's SEND will mean that they will require 1:1 adult support in order to attend school and access the National Curriculum. At Inkpen School the Learning Support Assistants/Teaching Assistants work flexibly so a child would be unlikely only to receive support from one additional adult. This means that the child cannot rely on a single adult to interpret their needs, and must begin to make themselves understood independently. Children as they develop, work individually at times and these sessions will be managed by the Class Teacher and the Learning Support Assistant to ensure that a child with SEND is beginning to work independently thereby developing wider independence over longer periods of time as they move through the school. Children are offered choices in order to encourage development of a 'now and later' understanding.

2.4 How will the school match / differentiate the curriculum for my child's needs?

Inkpen School's Classes are mixed aged and ability groupings. The differentiation of the curriculum is arranged by the Class Teacher. The activities are evaluated to assess the appropriate level being given to children with SEND and then matched appropriately. Should the nature of the child's SEND require adaptation of the physical curriculum this would be organised in liaison with professional medical staff, the school and PE coaches so that all children were able to access the learning to the best of their ability.

Homework is set Half Termly and is based on a link to the Class' current topic. It might involve research, model making, or creating posters or preparing talks. This homework is marked in accordance with the effort put in by the child and with regard to their SEND needs.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Following professional advice children with SEND are provided with their own visual timetable where the need arises but most classes have a general visual timetable or specific class timetable for their use. For children with a specific diagnosis they might also have a task bar showing what is expected of them in sequence. School is made aware of speech and language difficulties and suggested activities through the Speech and Language Therapy staff reports and these are followed through by the classroom staff.

For children where there is a need their name is used to attract their attention when instructions are going to be given. Instructions are modified (sometimes made simpler or shorter) for children for whom understanding the spoken word can be challenging.

In some situations teaching about the vocabulary or content of a lesson (pre teaching) is provided prior to the specific lesson where this knowledge is required.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

In line with Local Authority and Government expectations the school would provide support to a child with SEND where assessments and diagnosis suggest this is in the best interests of the child.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	Delivery Method
Reading difficulties Catch Up/Structured Approach for Reading Specific difficulties Precision Teaching 1:1 Social and Emotional Difficulties ELSA 1:1 Social skills group Small group of children with similar needs Motor Control difficulties Fine and Gross motor skills Small groups of mixed aged children Specific Learning Difficulties 1:1 Tuition 1:1	One to one
Numeracy difficulties SNAP maths	One to one
Spelling difficulties	Small group
Phonetic difficulties	Small group
Specific Learning Difficulties	One to one
Social and Emotional Difficulties	One to one
Social Skills	Small group
Motor Control Difficulties	Small group

2.8 What resources and equipment does the school provide for children with SEND?

Following a diagnosis and/or report from the relevant agency equipment and resources are purchased to match their need. The school is able to provide: sloping desks, stabilo pencils, rock and sit cushions, dictaphones, fiddle toys, and coloured overlays from existing resources. In cases of exceptional need a laptop might be provided on loan following a request from the relevant agency.

2.9 What special arrangements can be made for my child when taking examinations?

In keeping with current practise children with appropriate needs can be provided with extra time and/or breaks to sit Standard Assessment Tests. These have to be applied for and agreed with the Skills and Assessment Agency following a set procedure. In cases of Visual or Hearing impairment the appropriate arrangements are made in keeping with Agency requirements and the child's need. Should the need arise a scribe can be provided in appropriate circumstances.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

The work the children cover at Inkpen School is monitored in different ways. In English and Mathematics the school uses a set of documents which outline expectations for each year group, to identify where a child is succeeding and whether there are any ongoing challenges to progress. Reading is assessed for all children using the Salford New Reading Tests, Spelling is assessed using the Hodder Diagnostic Spelling Test and when the need arises Maths is assessed using the Basic Number Screening Test. The age standardised results for these tests are used to assess the child's progress, and ensure ongoing progress over time. Where children's progress is less than expected, particularly in KS1, the 'P' levels are used to identify key skills and understanding in reading, writing, maths and science and then used to monitor ongoing progress. Progress is also recorded informally by teacher/teaching assistant observation individually and in small groups where social, emotional, physical or learning skills are being observed. Where a child with SEND's progress falls below that of his/her peers it will be the rate of progress towards expectations that will be monitored and gradual achieving of the steps along the way. Sometimes the intervention programme being used results in its own progress track which will be shared.

Parents of children with SEND will be invited into school at least termly in order to discuss progress generally, and progress towards targets in that term's plan. If the child's plan includes physical or developmental observations parent/carer views will be sought in order to evaluate the targets successfully.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

At the meetings between school staff and parents/carers evidence will be shared and the outcomes on the Success and Achievement Plan will be considered and evaluated. The next outcomes will then be discussed and agreed. Depending on the child's ability to understand the discussions, and cope with the number of people involved, their involvement in setting and evaluating targets might also be sought.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

School Reports in written format are issued once a year. There are also Parent Evenings for consultations with the class teacher during the Autumn and Spring Terms. There is also an opportunity on these occasions to meet with the Headteacher. If, following a written report, further discussions are needed parents/carers have the opportunity to make an appointment to see either the Headteacher or the Class Teacher. For a child with SEND, there will be further opportunities at least once a term to meet with the Class Teacher and the Teaching Assistant/Learning Support Assistant involved with their work to discuss progress, concerns and other factors. It is likely that they will take the place of the regular Parent Evenings as the need for specific discussions takes longer than the parent evening slots allow.

3.4 What arrangements does the school have for regular home to school contact?

Inkpen School has an open door policy, which means that any parent needing to speak to a member of school staff can do so via the school office or directly with the Classroom staff. Should the discussion need more than a brief conversation this can be arranged with the school to enable an appointment to be made. In specific situations a home/school diary can be set up to support parents/carers and the child in knowing and understanding what is going on both at home and in school. The school uses an email/texting service to communicate with parents/carers as well as written communications.

3.5 How can I help support my child's learning?

Inkpen School welcomes the support parents/carers provide for their children. If a child joins the school in the Reception Year (Foundation 2) there is a meeting with the Class staff and Headteacher to outline expectations and key learning activities that most support a child on starting school for the first time. The school provides a Welcome Pack to give parents/carers key information. Children at Inkpen School bring books home for shared, individual and eventually independent reading. They will also have a Reading Record for parents (and the child themselves in due course) to record the reading done at home after school, at weekends and during the holidays. Discussing what your child has done at school is a key way in which to support their learning, offering activities and possibly outings linked to what is going on, ranging from weighing in the kitchen, planting seeds outside to a trip to the Houses of Parliament! Class Teachers welcome comments associated with homework particularly if your child is struggling with getting it done.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

The school holds welcome evenings for parents/carers at the beginning of each Academic Year in order to share what the class will be doing and the things that make a child's experience positive. During the year the school might also hold specific subject sessions to look at key ideas such as reading or e-safety.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

Depending on your child's SEND their view about how they are getting on will be sought approximately termly in order to establish their levels of confidence and understanding of their success and challenges. The Education Health and Care Plan encourages a child with SEND to contribute to the evaluation of their plan. Sometimes the child's views will be obtained by the Learning Support Assistant or Class Teacher prior to a meeting and brought on the child's behalf if it is felt that the child would find it too challenging to give their opinion in a group situation.

3.8 What accredited and non accredited courses do you offer for young people with SEND?

As Inkpen is a Primary School we do not offer accredited or non accredited courses.

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

At Inkpen School the SENCo and Headteacher evaluate the effectiveness of the SEN provision via improvements and progress in standardised schools and levels in the children on the SEND register. It is desirable for the children to close the gap between them and their peers, and this is set against their difficulties and rates of progress. Not all intervention programmes work for every child, and should your child not make progress with a specific programme it is likely to be altered, along with further assessment in order to establish key understanding. During the meetings at school it is hoped that parents/carers and young people will be able to discuss how they feel specific interventions are working and how they link to the progress shown.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

We are always looking to support the emotional and social development of the children at Inkpen School and this also applies to children with SEND. The school has a trained ELSA (Emotional Literacy Support Assistant) who, following a discussion and referral, along with parental notification, is able to offer support to children with issues including friendship, anger management, self esteem, bereavement and loss. These sessions last for about 6 weeks, during which the ELSA meets with the child carrying out a range of activities and a discussion. Targets are usually set by the Class Teacher, ELSA and other relevant staff. Following the course a further discussion is held with the Class Teacher. All staff are also involved with providing emotional support to the pupils, this might be in small groups for social development or 1:1 where the need arises. All of this support is usually short term to cover a particular incident or need.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Inkpen School expects high standards of behaviour from its pupils, but recognises that it is not always easy for all pupils. All classes have reward systems that recognise both behaviour and achievement and most children are motivated by these schemes. Should a child's need fall outside these parameters the school would be able to seek advice, training and support from West Berkshire's Behaviour Support Team. Where the need arises in such circumstances behaviours are observed and noted in order to establish patterns and build ups, it is then possible to look at how best to remove the elements that cause a deterioration in behaviour. Individual reward sheets are sometimes used with specific targets for the child to meet resulting in a selected reward. Should further support be required it is possible with BST support to put an Individual Behaviour Plan in place, working with parents and carers to create targets and rewards that will cover both home and school. The Behaviour Support Team also offer courses and sessions to children with needs to give them specific training for certain situations like Secondary School Transition, that could be applied for if the child meets the criteria for the course.

4.3 What medical support is available in the school for children with SEND?

Parents/Carers of children with a medical need complete the relevant paper work for the administration of medication. This is managed by the School Office staff and Class Teachers. Should a child require more sophisticated medication (injections/infusions/multiple doses) this would be arranged with relevant training by appropriately qualified staff and with the agreement of school staff. Children with severe allergies are managed within school. EpiPen training is carried out when the need arises.

4.4 How does the school manage the administration of medicines?

Parents/Carers of children complete the relevant paper work for the administration of medication. This is managed by the School Office staff.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

School is able to provide toilet facilities for SEND users. There are no showering facilities. Should the need arise staff will support SEND children with personal care following specific training and advice from qualified professionals.

5. Specialist services available / accessed by the school

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

Inkpen School has links to all of West Berkshire's support services although few of them are in use at any one time.

For Educational Needs the school's first port of call is the Cognition and Learning support teacher who liaises with the SENCo, meeting at least termly to discuss and review the needs of children with SEND. On occasion, and following previous assessments carried out by school staff, the Cognition and Learning Support Teacher might carry out further assessments of Literacy or Numeracy skills to establish the child's strengths, weaknesses and next steps.

On occasion the child's need is multi-faceted and this might result in a conversation between the school and their allocated Educational Psychologist. In some cases following such discussions and relevant interventions being carried out and where certain criteria are met, the school might be invited to refer a child to the Educational Psychology Service.

Children who have been diagnosed with an Autistic Spectrum Disorder have access once they are in Year 1 to the West Berkshire Autistic Spectrum Disorder Team teachers. They are available to the school for advice and support when it is needed, and visit the child approximately once a year in school. If the child is in Reception the Pre-School Teacher Counsellors are usually involved and come in to visit the school as part of the transition process. Meetings are sometimes held when the need arises between the school staff, the ASD Team and parents to discuss the child's need, progress and curriculum.

The Behaviour Support Team is available to the school by referral and discussion with their staff creating Behaviour Support Plans and Play Plans depending on the age of the child.

The Ethnic Minority and Traveller Team works with children for whom English is not their first language and children from Traveller backgrounds, they provide support to the child and the school and appropriate activities and resources in order that the child's need can be accommodated within the classroom environment.

The Sensory Consortium become involved if a child has a hearing or visual impairment that fit a certain level of need. Should a child enter the school with such impairments the Consortium would be contacted to provide immediate advice and then should a referral be necessary would visit the school to provide further advice and support, and in order to provide specific support to the child in order to develop their independence and life skills.

Language and Literacy Centre, Newbury: Following ongoing assessments during Year 4 some children with literacy difficulties might be eligible for the Language and Literacy Centre. This provide a half day of language and literacy support to develop reading and spelling skills in a small group setting. There are only a few places available each year and children from all schools are considered on the basis of their need via a panel. Inkpen School makes use of this service via the application process when the need arises.

5.2 What should I do if I think my child needs support from one of these services?

In the first instance you should speak to your child's Class Teacher telling them of your concerns at home as well as at school. The teacher would then pass on the 'Awareness' form to the SENCo if you had agreed that is what should be done. If there was a need for immediate school intervention in order to ensure the safety of your child or other children and adults a telephone call would be made to the relevant organisation seeking their advice. In many cases this would not be necessary.

If your concerns were health based including sensory issues, particularly hearing and vision, but also concerns regarding speech and language difficulty, or possibly other conditions such as ASD or ADHD, then the school would suggest you make an appointment with your GP in order to establish what might be available from a NHS point of view. Occupational Therapy is only available through your GP unless your child has an Education Health and Care Plan.

It is also possible to self refer to some organisations via the CYPIT service which includes Speech and Language Therapy, again your GP would be able to inform you about this.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Following discussions between parents, class teachers and professionals the school can access Speech and Language Therapy and Assessment. School is not able to access Occupational or Physiotherapy services directly.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Please talk to your child's class teacher in the first instance. If you are concerned about their occupational health, or indeed physiotherapy needs your GP will be able to provide you with access information.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

If a child has contact with the Social Care services they would usually contact the school for a discussion and planning session. If the school is concerned about the welfare of a child they have access to the Children's Social Care services via telephone.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

Inkpen School accesses its SEND training via the West Berkshire training programme for teachers. As and when needs arise or skills need to be updated the teachers attend training off-site or sometimes in house. Often, the school delivers training via the Cognition and Learning Team and their SENCo.

If the nature is of a medical nature a specialist trainer ie School Nurse will attend the school to provide training in the relevant issue.

All Class Teachers are made aware of the pupils with SEND in their class groups and SEN reports and Support and Achievement Plans are transferred on moving from one class to another. New staff are shown how the system works at Inkpen and have time to discuss issues with the SENCo.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

The SENCO monitors the use of interventions and their success rates and the experience, knowledge and understanding of the Teaching and Learning Support Assistants. Sometimes Teaching Assistants attend offsite training, more often training is provided within the school by the Cognition and Learning Team or the SENCO to cover the area of need. Online training is available for those who need it to properly deliver their role or have an interest in it.

6.3 Do teachers have any specific qualifications in SEND?

One teacher has attended training to provide Catch Up reading and SNAP on 2 Maths these do not provide a qualification.

The experienced SENCo is not required to obtain the National SENCO Award owing to length of time in the role.

6.4 Do teaching assistants have any specific qualifications in SEND?

One Teaching Assistant has the ELSA qualification.

One Teaching Assistant has attended the SNAP on 2 Maths and Catch Up training which does not result in a qualification.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

The school looks at the values of out of school activities and trips with an 'open to all' view. All aspects of the trip would be considered in order to ensure that every child could be included and able to take part in activities to the best of their ability. Each child is an individual and their needs would inform the discussion and appropriate arrangements made. There might be resource implications for the visit as the result of a child having SEND, these would need to be considered by all parties. On occasions it would be necessary to carry out a risk assessment to ensure that the child, the staff and the providers have all needs understood and provision made for events that might occur.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

Should the need arise parents and carers would be invited into school with any others involved in the provision for the child eg Cognition and Learning Team, ASD Support Team, Behaviour Support Team or Sensory Consortium etc to ensure that the child's needs could be met by the proposed activity and that all involved with the child would understand their role for the child to be included in such an activity.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

Inkpen School is centred around a Victorian School building. The school has been adapted to provide mobility/wheelchair access to all areas.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

No adaptations have been made to the auditory/visual environment at this time however should a child with a specific difficulty join the school assessment of their need and our environment would be organised with the Council's Access officer and the Sensory Consortium Service in order to decide on appropriate modifications.

8.3 Are there accessible changing and toilet facilities?

The school has accessible toilet facilities.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

The school has been adapted for wheelchair/mobility access. All children attending the school with SEND are considered to ensure they are able to access the physical environment and the learning environment in line with their peers and to the best of their ability.

8.5 How does the school communicate with parents / carers who have a disability?

Inkpen School communicates in a wide range of ways with parents and carers, including, by telephone, in writing, by text and email and in person. In order to communicate with adults with an hearing impairment West Berkshire can provide support via Lip Readers and those who can provide signing by British Sign Language or Makaton. Those who are visually impaired would receive communication in an audible format. It is hoped that we are able to communicate with all parents by one of these means, but if this was difficult, by discussion, we would ensure that communications were accessible to all, including those with disabilities.

8.6 How does the school communicate with parents / carers whose first language is not English?

The school has access to the translation service at West Berkshire Council along with the Traveller and Ethnic Minority Services. Through liaison with these organisations and individuals we believe we would communicate effectively with parents/carers for whom English is not a first language.

9. Preparing my child to join a new school / next stage of education

9.1 What preparation will there be for both the school and my child before he or she joins the school?

In the term prior to a child starting Inkpen School invitations are issued for the child to attend introductory sessions (usually during the Summer Term). Parents are then invited to a meeting, whilst the child is in the classroom, to discuss how the school works and what will be needed on starting in their new class. Just after the start of the Autumn Term parents are invited into school, after school, to meet with the Class Teachers. If the child is working with the Pre-School Teacher Counsellor service, they may make additional appointments for the child to visit the school. The Pre-School Teacher Counsellors also visit with the parents to meet the Class Teacher and discuss the child's needs for transition and how they can best be met. In some situations the school and Class Teacher would provide a transition booklet showing photographs with key information that can be used by the child at home with a parent/carer to help them to feel more familiar with the school and the environment. If a child is transferring from a nursery school in West Berkshire, and has a SEND, the parents, nursery and Inkpen School staff would meet together to ensure a successful transition plan.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Children usually have a visit to their new class during the late Summer Term, when they will meet the teacher and carry out activities together. If the child has SEND it is likely that a booklet will be produced using photographs to identify the new aspects and people in that classroom. This would be taken home to help the child prepare for the next class.

9.3 How will my child be prepared to move on to his or her next school?

The School provides Year 6 transition during the Summer Term. The children also visit their allocated Secondary School on given dates to begin to become familiar with the environment and arrangements. Where a child has SEND the Secondary Schools sometimes provide an additional session or sessions and in some cases a Summer School to give children a further experience of their new situation.

Advice is always sought from those services that also interact with children with SEND.

Should a child need to move before transition to a new school Inkpen will provide a written report style document to the new school, and send on data concerning your child's progress and attainment. All SEND records would be transferred to the new school.

9.4 How will you support a new school to prepare for my child?

As children with SEND approach Secondary School transfer meetings are held with staff from the relevant Secondary School where discussions between staff and the child and staff are held. On occasion observations might also be carried out by the staff from the receiving school. It has been our practice to send the Learning Support Assistant working with the SEND child to the induction days to ensure both the child and the school have relevant information.

9.5 What information will be provided to my child's new school?

When children leave Inkpen Primary School for a new setting all their school records are transferred. In the case of a child with SEND their SEND folder would be sent to the receiving school. This provides a picture of the assessments, interventions and progress of the SEND child.

9.6 How will the school prepare my child for the transition to further education or employment?

As a Primary School we do not take part in the preparation of children for transition to further education or employment.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

It is important that parents feel able to speak to their child's Class Teacher when they have concerns or worries. This is often best done via an appointment made in conjunction with the Class Teacher in order that sufficient time can be allocated. In situations where a sudden need or concern has emerged it will often be possible to speak with a member of staff at school on the same day, although this might not be the Child's Class Teacher.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Inkpen School provides leaflets and brochures from teams such as the Parent Partnership to offer support to parents. This is a voluntary organisation which provides a 'listening and support service'. Parents/carers obtain support from this service directly. The Austistic Spectrum Disorder support service also provides materials for parents/carers which is sent home to parents for whom it is relevant. This offers meetings, talks and seminars as a support for parents/carers as well as advice regarding training in dealing with the condition.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Inkpen School provides leaflets and brochures from teams such as the Parent Partnership to offer support to parents. This is a voluntary organisation which provides a 'listening and support service'. Parents/carers obtain support from this service directly. The Austistic Spectrum Disorder support service also provides materials for parents/carers which is sent home to parents for whom it is relevant. This offers meetings, talks and seminars as a support for parents/carers as well as advice regarding training in dealing with the condition.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

Your child's class teacher is the first person to speak to regarding compliments and complaints. Compliments are always welcomed! Should your concern be a complaint the class teacher will work with you to find an acceptable solution to the situation. If that proves challenging parents/carers approach the Headteacher. If this still proves unsatisfactory then the school's complaints policy and procedures come into place and the parent/carer would then contact the Governing body usually in writing.