Bishop Ian Ramsey Church of England Primary School

SEND information report

2026 – 2027

Our Vision:

'Shine as a Light in the World'

Introduction

At Bishop Ian Ramsey Church of England Primary School, we are extremely proud of our commitment to ensure the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of our pupils and take into account the additional support required by children with Special Educational Needs and Disabilities

(SEND). The Government has asked all Local Authorities in the UK to publish, in one place, information about services and provision they expect to be available in their area for children and young people from 0-25 years who have SEND. This is known as the Local Offer. Further information about the Local Offer can be found at: https://www.durham.gov.uk/localoffer

Management of SEND

The Academy Councillor responsible for monitoring the provision of SEND is Miss Ruth Tiplady who is actively involved in monitoring provision in the classroom, monitoring and reviewing policy and practise and attending parent meetings to ensure the provision of high quality and appropriate support.

The SENCO (Special Needs Co-ordinator) is Miss Richards who is also the Deputy Head Teacher. It is her job to:

- Oversee the day to day operation of the school's SEND policy
- Advise teachers on using a graduated approach to providing SEND support
- Advise on the deployment of the school's designated budget and other resources to meet the needs of pupils effectively.
- Liaise with parents or carers of pupils with SEND
- Liaise with and be a key point of contact for external agencies
- Ensure that the school keeps the records of all SEND pupils up to date
- To be the lead contact for Looked After Children with SEND
- Work with the Head Teacher and school Academy Councillors to ensure that the school meets its responsibilities under the Education Act (2010) with regard to reasonable adjustments and access arrangements.

If you have any concerns regarding your child's educational, health and social development, please do not hesitate to make an appointment to speak to Miss Richards.

You can contact her by telephoning the school on 01207 560235 or sending an email to admin@birmedomsley.co.uk.

School Admissions

Bishop Ian Ramsey Church of England Primary School provides education for children aged 2-11 years old. We pride ourselves on being very inclusive and will endeavour to support every child to reach their full potential.

Our school has an Early Years Unit: Our 2 – 4-year Nursery Provision opened in September 2024 and is called Acorns class and Reception class (4-5 year olds) is our Chestnut class.

Our school is structured into trees: Birch (Year 1); Beech (Year 2); Hazel (Year 3 and 4) and Oak (Year 5 and 6).

The admission limit for the number of pupils in each year group is: 30. Should you wish your child to attend Bishop Ian Ramsey Church of England Primary, visit the Durham County Council website for information regarding the school admission process and primary school admissions.

To appeal against an admission decision visit
https://www.durham.gov.uk/schoolappeals

Our SEND Register – Academic Year 2026-2027

14.81% of our children are on the SEND register.

There are four broad areas of Primary Need of SEND:

• Communication and Interaction This area of need includes children with Autisim Spectrum Condition (ASC) and those with Speech, Language and Communication needs.

• Cognition and Learning This includes children with specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties.

• Social, Emotional and Mental Health Difficulties This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

• Sensory and/or Physical Difficulties This area includes children with hearing impairment, visual impairment, multisensory impairment and physical difficulties.

Our current SEND register is made up of the following:

Communication and Interaction 60%

Cognition and Learning 20%

Social, Emotional and Mental Health 5%

Sensory and/or Physical Difficulties 15%

Our Curriculum

The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

Early Years Curriculum

All aspects of children's growth and development are woven together but can be separated into 7 different areas of learning. These areas are consistent with the Early Learning Goals within the Early Years Foundation Stage for 0-5 year olds. The 7 areas are split into 3 Prime Areas (these are the areas the children should mostly develop first) and 4 Specific Areas (these will develop as the child grows).

The Prime Areas:

1. Communication and Language

2. Physical Development

3. Personal, Social and Emotional Development

The Specific Areas:

4. Literacy

5. Mathematics

6. Understanding the World

7. Expressive Art and Design

These 7 areas are used to plan your child's learning and activities. We make sure that the activities are suited to your child's unique needs. The Early Years Curriculum is designed to be really flexible so that we can follow your child's unique needs and interests and activities are often child initiated.

National Curriculum (Year 1 – Year 6)

Our Curriculum not only includes the requirements of the National Curriculum (2014), but also the wide range of additional opportunities that the school organises in order to enrich the experiences of our children. This includes a variety of Educational Visits out of school and a wide range of visitors and events in school.

What does our Curriculum look like?

Bishop Ian Ramsey Church of England Primary School is committed to providing an education which includes and stimulates every child, regardless of ability. We have pupils with a wide range of abilities and different needs and we endeavour to include them in all activities, providing them with the opportunity to fulfil their potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities. Where appropriate our curriculum can be differentiated and on occasion it may be necessary for a child with SEND to follow their own individualised curriculum.

Our Curriculum Planning maps are available on our website and show parents & carers what each class will be learning over the year. In addition, our long-term plans for each subject area are also on our website.

Our Aims:

• To ensure all pupils have access to the school curriculum and all school activities.

• Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.

• Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

• Pupils to gain in confidence and improve their self-esteem.

• To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

• To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).

• To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

• Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.

• To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.

• To give every child the entitlement to a sense of achievement.

• To encourage tolerance and understanding of all children.

• To regularly review the policy and practise in order to achieve best practise.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

Support Provision

At times and when it is felt appropriate, modifications to the curriculum may be implemented to successfully match pupil ability to the curriculum. We provide a wide range of support strategies which are tailored to meet the needs of the individual child these may include:

• A range of teaching and learning styles

• Differentiated learning materials

• Access to ICT and Technology

• Additional in-class support

• Additional out of class support

• Many Enrichment and Enjoyment opportunities to stimulate and motivate learning

• Flexible groupings including small group work or peer support

• An innovative and supportive curriculum

• The appropriate use of rewards and sanctions

• A broad range of extra-curricular activities

• Assessment procedures that emphasis children's strengths and achievements

• Celebration of achievements in all areas of the curriculum

• Application during national testing at KS2 to obtain access arrangements as appropriate.

Communication and interaction needs

At Bishop Ian Ramsey Primary School children have access to:

• small group and/or individualised interventions to develop skills in communication through Improving pronunciation within speech for children with specific difficulties in pronunciation of words.

• receptive and expressive language programs for children highlighted as having a particular difficulty in this area by a speech and language therapist (SALT) or specialist teacher.

• understanding and using social rules of communication for children who find it difficult to form friendships with their peers / communicate with their peers at an age appropriate level.

• emotional awareness, self-care, flexible thinking i.e. social speaking, communication and outside support where needed from the Speech and Language Team.

• careful planning of transitions to ensure that children are well prepared with an action plan in place.

• enhanced access to additional aids and technology if required.

• For some children with communication and interaction difficulties we may require apply for funding for the support of an additional adult.

Pupils may have access to provision to support difficulties associated with Autistic Spectrum Disorder (ASD) in the form of:

• Targeted support for unstructured times of the day (Break and lunch club).

• Time out card and quiet areas.

• Calming/regulation objects such as spinny chairs or calming tent

• Sensory toys.

• Regulation activities

Cognition and learning

Children with cognition and learning SEN have access to:

• Quality First Teaching.

• small group work / 1:1/ regular individually focused intervention linked to specific needs e.g. memory skills, extra phonics work, additional number work for children who have been identified with a specific difficulty in a specific area of learning.

• individual support / group support within class in specific subject areas dependent on need for children who need direct input within the class for specific tasks e.g. writing imaginative stories, organising format of work, staying focused on tasks.

• short individual regular inputs on a specific area of learning e.g. whole word reading, memory activities, specific interventions e.g. Spelling strategies, Reading interventions.

• practical aids for learning e.g. table squares, time/number lines, visual aids, accessible reading material suited to age.

• phonic development programmes i.e. Little Wandle

• increased access to ICT.

• flexible groupings.

• enhanced access to technical aids if required.

• adaptations to assessments to enable access e.g. readers, scribe, ICT.

• The Curriculum will be adapted to meet the learning needs of the child/young person.

Pupils may have access to a provision to support dyslexia, develop literacy, numeracy and dyspraxia in the form of:

▪ Targeted small group intervention during tutor time or allocated timeslots.

▪ Focused reading lessons, allowing opportunity for individual reading. ▪ Access to laptop/ tablet.

▪ Different coloured exercise books.

▪ Coloured overlays.

▪ Access to special arrangements for all examinations.

Sensory and/or physical needs

For children with Sensory and/or physical needs we provide:

• concrete apparatus to support learning e.g. numicon to support number work, differentiated activities, books, resources as recommended by specialist services.

• adapted curriculum when needed to enable full access e.g. alternative recording devices, modified PE curriculum and TA support where necessary.

• Sensory regulation activities.

• Sensory toys/ sensory bucket to support individual needs.

• Specialist resources when appropriate and when directed through specialist advice.

• medical advice and support when appropriate from specialists e.g. Occupational Therapists, Physiotherapists.

• an accessible toilet.

• wheelchair accessible entrances and doors around school.

• support when needed from the disabilities teams in the Local Authority

• Access to monitoring through External Visual Impaired or Hearing Impaired Services.

• Access to special arrangements for all examinations

Social, Emotional or Mental Health Needs

A number of our team are trained to deliver programmes which can support children with SEMH.

We can provide:

• a 'Thrive' approach.

• Wellbeing warriors, buddies and mini-buddies

• Support through our Mental Health First Aider (we have 2 qualified Mental Health First Aider) for small group sessions or 1:1.

• Nurture Group for children requiring extra support for their emotional wellbeing.

• Prayer Space and Reflection areas- to support personal regulation and quiet calming areas.

• Referrals and support from CAMHS and the Neurodevelopment team.

• Opportunities to develop Social Emotional Aspects of Learning via PSHCE lessons.

• If it is needed we can provide access to time out and where necessary an individual work area.

Access to Behaviour Support, outreach support from the Durham PRU and support from our mental health and wellbeing lead and we may apply for High Needs Funding for increased access to additional adults in the classroom in some cases.

What support will there be for the young person's wellbeing?

• Class teachers meet with pupils every day looking after wellbeing, pupil progress and ensuring they are ready to learn.

• Our extensive PSHE curriculum (Jigsaw) covers a variety of social skills and to encourage development of life skills.

• The School has a Pupil Voice system to ensure pupils can express views and opinions. Each class is represented at School Council meetings and there pupils are elected to the Pupil Council. The School Council meet regularly and are involved in staff interviews, in addition to contributing to many management issues and decisions. Their ideas are discussed by the Leadership Team and decisions are fed back to the pupils.

• School Attendance Teams support SLT in all inclusion and attendance issues.

• All pupils are welcomed into the Christian Ethos of the School and benefit from the wide range of diocesan and community links. Through this our pupils develop confidence, are encouraged to value themselves and others and be part of the School family.

• We have many activities for children to participate in during lunchtimes to support a variety of skills and interests.

• All teaching staff and teaching assistants are paediatric first aid trained, to cover general school routines. Medications can be delivered under agreed guidelines as outlined in the School Medication Policy. We ask that parents ensure school has the correct medication prescribed by a doctor.

• Medical Care plans are written for pupils with long term medical needs which may affect them in school. Parents are expected to participate in writing the care plan. If necessary, the School Nurse will also be involved.

• Our Mental Health First Aiders are available to support children every lunchtime and for individual sessions daily.

• Our Nurture group runs sessions for children in need of further emotional wellbeing support.

• Each classroom has a reflection area and some have calming areas in order to support the emotional wellbeing of the children.

Staff Training and CPD

Our team are trained in specific interventions and are also able to deliver individualised intervention programmes depending upon the need of the child. We ensure our team are continually updated with SEND training and professional development. When a child has a specific need we endeavour to ensure our team are trained to respond to their specific needs.

Our current skill base is as follows:

- SENCO nearly 10 years' experience
- A number of our team have completed qualifications in Understanding Autism
- All staff are Team Teach Trained (2025)
- We are all Trauma Informed Trained
- FASD (Foetal Addiction Syndrome Disorder)
- Dyslexia
- Dyscalculia

- Dyspraxia
- Art based therapies
- Toe by Toe
- To the Power of … (a programme designed to improve basic maths skills)
- LEGO Therapy
- Positive Handling
- Doodle learning
- Visual perception programmes
- Experience of working with children with Autism
- Supporting children with SEMH

Our teaching team have also received training in Childhood Trauma and have experience of supporting children who haven't had the best start in life (training provided by Full Circle)

- Our SEND Governor is very experienced in the area of SEND.

Finance

The school funding formula is generated to include financial provision to specifically support pupil's individual special educational needs and disabilities. This funding is prioritised and tailored to ensure small steps of progress are continually made by all learners.

When necessary applications can be made for additional funding through:

- EY funding
- Top – Up Funding
- EHCP funding

We are also part of Durham County Council's Col 4 group which allows us to make bids to a funding panel to secure additional support from various support teams.

At Bishop Ian Ramsey CofE Primary School, for those pupils with additional support needs, Individual Support Plans are created detailing support and resources provided in school. This builds a portfolio of the progress each child makes and identifies associated costs and any additional funding required. Detailed assessments and cohort tracking ensure that all learners achieve and make progress at Bishop Ian Ramsey

Supporting Equality

To view how we are continually improving our physical environment and curriculum access, please view our Accessibility Plan on our website.

Statement of intent for Supporting Equality

At Bishop Ian Ramsey CofE Primary School we are committed to equality. Every pupil fulfils their potential no matter what their background or personal circumstances. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our Aims:

- Provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread which runs through all aspects of school life.

How we support SEND

We understand all children learn and develop in different ways and at different speeds. Teachers, Higher Level Teaching Assistants and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways in which children learn. However, many children, at some time need extra help.

How we identify and assess children with SEND

A Special Educational Need can mean a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and working in partnership with parents to support their child at home. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for

the majority of children. For some children this may be temporary, while others may have a long term need of special help.

Types of SEND can include:
• General Learning Difficulties – children whose learning progresses at a slower pace
• Speech and Language Difficulties
• Behavioural Difficulties
• Dyslexia (difficulties with reading, writing and spelling)
• DCD/Dyspraxia (problems with motor skills and co-ordination)
• ASC (Autistic Spectrum Condition)
• ADD (Attention Deficit Disorder)
• ADHD (Attention Deficit Hyperactivity Disorder)
• FASD (Foetal Addiction Syndrome Disorder)
• Downs Syndrome
• Cerebral Palsy
• Other Physical or Medical Need

If we feel that a child might have SEND we speak to the people who know the child best – the child themselves and their parents or carers. In that initial assessment meeting the child, parent, class teacher and SENCO will discuss the child's strengths, areas of difficulty and hopes for the future. This will form the starting point for future support planning and the development of the School Support Plan.
We use the graduated approach detailed in the Special Educational Needs and Disability Code of Practice 2014 of 'assess, plan, do review'. Following the first meeting, if it is deemed appropriate, a Individual Support Plan will be created for your child. This a number specific, measurable, achievable and realistic targets, outlines appropriate support or intervention programmes and who will be responsible for delivering these interventions.
These targets will be reviewed every term with the child, their parents, class teacher and SENCO.
In class, each child's teacher will be finding ways to support your child to achieve these targets such as:
• Changing the way activities are planned and delivered
• Matching activities to the ability and need of each child (differentiation)
• Adapting learning materials such as equipment and activities to suit each child We track all pupil progress through:
• Every day formative assessments
• Analysing pupil progress data and setting appropriate targets
• Use National Curriculum testing
• Use tests such as Year 1 Phonics Screening & Year 4 Multiplication Check

• Gather information from the child, parent, carers and professionals from other agencies.

Supporting Looked After Children with SEND

We work very closely with external agencies in supporting any Looked After child who may have a Special Educational Need or Disability. They are assessed and supported using the same strategies as other SEND children whilst taking account of their individual history, background and current situation.

Use of External Agencies

With the permission of parents or carers we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who may:

• Carry out further assessment of the child's needs
• Provide advice to school on how to best support the child
• Suggest resources that would help the child make progress
• Suggest Statutory Assessment if appropriate
• Consult with all parties involved with the child

Assessing Effectiveness of our SEND interventions

We evaluate the overall effectiveness of our SEND provision by conducting regular learning walks, auditing intervention outcomes against national benchmarks, and reporting evaluation findings directly to the Academy Council.
Our school support plans are reviewed by the class teacher and quality assured by SENCO every term (at least three times per year) and more often if required. Assessments take place for all children every half term and data is recorded in our comprehensive cohort tracking system. The SENCO uses this data to monitor the progress of children with SEND and compares this to the progress made by the cohort. The SENCO meets with each Class Teacher every term to review the progress made and the success (or otherwise) of each intervention programme. The allocation of resources and staffing are reviewed every term to ensure maximum use of available funding, staffing and equipment. At the end of Key Stage Two, the SENCO analyses the data to ensure progress made by children with SEND is comparable to children without SEND and this information is reported to the Academy Council.

If your child has SEND our SENCO will:

• Ensure the right support is put in place for each child

• Advise other Teachers, Higher Level Teaching Assistants and Teaching Assistants on how to help each child and ensure they have an up to date Individual Support Plan detailing how their needs will be met in school

• Arrange training for staff so they understand each child's need

• Work closely with parents and carers to talk with them about their child's needs and listen to any ideas and concerns they might have

• Work with other professionals (if necessary and with your permission) who may be able to help individual children e.g. Speech and Language Therapist.

An Education, Health and Care Assessment

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out a Statutory Education, Health and Care Assessment:

• This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide a written report.

• At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.

• Parents and carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.

• An Education, Health and Care Assessment is only appropriate for a very small number of children. Our SENCO will be able to advise you if you have any further queries.

How We Consult our SEND Pupils

The SENCO will meet with each child who has a Individual Support Plan twice a year in order to review the targets from their point of view and to discuss how they feel they are progressing. Each child is also involved in writing their own Individual Support Plan by adding to some of the sections. This is done in a child friendly way with the use of pictures and symbols where necessary or if the child has a speech and language difficulty. Where we think it necessary these discussions could be carried out by the adult who works most closely with the child or by a key worker in Early Years. Once the Individual Support Plan has been reviewed, it may be appropriate for older children to attend a review meeting with their parents. We actively encourage children to attend these meetings and listen to their ideas and opinions. Depending upon age and need it may not be possible to consult with a

child but wherever possible this is carried out. In addition, to the termly review meetings you can discuss your child's ISP with their Class Teacher during Parent/Carer appointments or request a meeting by contacting the school office.

How We Consult with Parents/Carers of children with SEND

We are committed to working in partnership with parents and carers to identify their child's needs and support. Parents and Carers will be involved throughout the process.

There is a range of ways this can be done:

- Twice annual and ongoing Parent's Appointment meetings
- Ongoing discussion with Class Teacher
- Discussions with SENCO
- 'Open Door' policy where parents are welcome to visit the school and discuss any concerns they may have
- Review meetings for the child's Individual Support Plan
- Annual Review of their EHCP
- We also welcome feedback in our Parent Survey

Transition

Transition refers to children moving from one class to another usually at the start of the academic year in September. It can also refer to children moving from Year 6 to a Secondary School. In addition, our very youngest children who are starting school for the first time and joining our Nursery need to experience a really positive transition.

At Bishop Ian Ramsey we recognise how important a successful transition is to our pupils with SEND and we therefore:

- Ensure children have met their new teacher before the start of the new academic year
- Arrange for each new class to spend a day with their new teacher in July to allay any fears or anxieties
- Make sure all teachers have 'handover' meetings and all SEND information is transferred to the new teacher
- Ensure the SENCO has an overview of all SEND children who are transiting to a new teacher
- Work with parents who are concerned about transition

Some children have an individualised transition plan implemented for them to access additional transition activities

• Work closely in partnership with our Secondary Schools, Consett Academy, St Bedes, Lanchester and Wolsingham and have regular transition meetings with their teams

• All SEND information is passed onto the new Secondary Schools

• Act as a bridge between parents and carers and the new Secondary Schools, arranging additional visits for pupils and/or their parents if necessary.

New starters are offered the following opportunities:

• A personal individual tour of the school by a member of the Senior Leadership Team

• A school welcome pack which gives further details of our school

• Children can visit their new class for a day to see if they like us

New starters to our Nursery provision are invited to a Stay and Play introductory session with their parents.

External Agencies and Partnerships:

At Bishop Ian Ramsey we aim to support the development of the whole child and to ensure we are effective in this we recognise the need to develop and maintain effective partnerships.

First and foremost, we work hard to develop and maintain positive relationships with the child and their parents and carers. However, it is also essential that we work closely with the following external agencies:

- Local Authority Special Educational Needs Inclusion Team
- Durham Education Psychology Service
- First Contact
- One Point Hub for Early Help/Durham Family Hubs
- Health Agencies such as School Nurses and GPs
- Child and Adolescent Mental Health Services (CAMHS) and their Neurodevelopment Team
- Speech and Language Therapists
- Autistic Spectrum Team
- EWEL (Emotional Well-being in Education & Learning)
- Durham County Cognition & Learning Team
- Behaviour Support Service/ Crisis Response
- Durham Movement Difficulties Service
- Treetops Occupational Therapy Service for Children
- Educational Social Workers

- Children Looked After Team
- Learning Difficulties and Disability Support Service
- Occupational Therapy
- Medical Practitioners

*Please note there may be specialist services which are not listed above

Review of the SEND Information Report

The information contained in this document is reviewed and updated by the SENCO at the beginning of each year.

Compliments and Complaints

The education of all pupils who attend Bishop Ian Ramsey CofE Primary School is very important to us. Our school plays a big part in Medomsley's Community. We would like to give every opportunity for people to compliment the outstanding work of our team and also to share their complaints, ideas and suggestions so that we can continually strive to improve and work together to make Bishop Ian Ramsey the best school for every child and their family.

Compliments are always welcome and can be passed either directly to a member of the team or to the SENCO. Compliments can also be made via our parent questionnaire or in the form of a letter or email. The comments you make may be published on our website.

Any complaints will be dealt with as quickly and efficiently as possible. All of our team are dedicated to ensuring that each child is happy at school and they always want to know if there is a problem so that they can take action before the problem seriously affects the child's progress.

If you feel that a situation has not been resolved through contact with the class teacher or is of a serious nature, you should make an appointment to discuss it with the Head Teacher. The Head Teacher takes every complaint seriously and will investigate each case thoroughly. Most complaints are resolved at this stage.

Contacting Us:

Mrs Sarah Howes (Head Teacher)
Bishop Ian Ramsey Church of England Primary School
Manor Road
Medomsley
County Durham
DH8 6QN
DfE Number: 8402022

Telephone: 01207 560235
Email: admin@birmedomsley.co.uk

If you feel your complaint has not be resolved following raising the issue with the Head Teacher please see our formal Complaint Policy on our school website.

Useful Contacts & Information:

For Parents & Carers:

- https://www.durham.gov.uk/localoffer
- Durham County Council home page
- Ofsted
- DCC School Admissions Information
- Durham Family Hubs
- SENDIASS (Send Information and Advice Support Service) - https://durhamsendiass.info/

Please check out our website by selecting Info for Parents which signposts you to lots of support and local networks.

Learning Links for Pupils:

- BBC Bitesize
- BBC CBeebies
- BBC Schools
- BBC CBBC home page Special Education Needs and Disabilities (SEND)
- Department for Education
- Children and Families Act 2014
- Achievement For All
- Supporting Pupils at School with Medical Conditions