



SEND INFORMATION REPORT



**SPECIAL EDUCATIONAL NEEDS
AND/OR
DISABILITIES INFORMATION REPORT**

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The kinds of SEN that are provided for at The Market Weighton School

The Market Weighton School is a supportive and inclusive 11 – 16 school. We support and value the abilities of all our students regardless of their individual needs. It is our duty to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

TMWS adopts a 'whole school approach' to Special Educational Needs and Disabilities. All staff work to ensure inclusion of all students. The school is committed to ensuring that pupils with special educational needs and disabilities can fulfil not only their academic potential and achieve optimal educational outcomes, but also achieve physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs. The list below is used to help identify and classify the priority need in line with the most recent SEND Code of Practice pg. 97-98 (July 2014). Please take into account that students may have more than one need type. It is usually deemed appropriate that a student with severe or profound moderate learning difficulties would be educated in a specialist setting rather than at this school.

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.
-Code of Practice, 2015 pg. 106.

SPLD	Specific Learning Difficulties	17
MLD	Moderate Learning Difficulties	2
SLD	Severe Learning Difficulties	0
PMLD	Profound and Multiple Learning Difficulties	0
SLCN	Speech, Language and Communications Needs	5
SEMH	Social, Emotional and Mental Health	22
ASC	Autistic Spectrum Condition	26
VI	Vision Impairment	3
HI	Hearing Impairment	1
MSI	Multi-Sensory Issues	0
PD	Physical Disability	1
NSA	SEN support but no specialist assessment	9
Total	Total number of students on the SEND register	87

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO:

- ☐ Inclusion Policy
- ☐ Special Educational Needs and Disabilities Policy
- ☐ Safeguarding and Child Protection Policy (including E-safety Policy)
- ☐ Disability Equality Policy including Accessibility Plan
- ☐ Administering Medications Policy (in line with 'Supporting pupils at school with medical conditions' guidance)
- ☐ Behaviour for Learning Policy
- ☐ Anti-bullying Policy
- ☐ Teaching and Learning Policy
- ☐ Admissions Policy

The SEND Department at TMWS

The SENCo is Kirsty Gemmell (maternity leave until June 2021)
 The current Acting SENCo is Karen Woodhead (Assistant SENCo)

Other members of the SEND team are:

SEND Administrative Officer: Louise Nelson

Dorne Reddall – Foundation Learning Lead
 Kerry Lockwood – Literacy Support and Intervention
 Sara Thirlwell – KS4 Skills Teacher
 Sarah Hall – KS4 ASDAN Co-ordinator
 Linda Bell - Wellbeing Lead, Emotional Literacy Support

Kath Hartington – Foundation Science Teacher
 Kate Harko-Boothroyd – Study Support Teacher
 Caroline Hall - KS3 Humanities Teacher
 Daniel Clark – Music and ICT Teacher
 Jodie Sutton – Child Development, Health and Social Studies Teacher

Learning Support Assistants (LSAs) with additional roles:

Paula Baldry - Year 6 Transition Lead and Maths Support
 Adriana Tyreman – Year 9 Extra Study
 Lucinda Seear – Year 10 Extra Study
 Sophie Milnes – Year 11 Extra Study
 Vickie Roydhouse – Teaching Assistant Apprentice Support

7	8	9	10	11
Paula Baldry	Jodie Sutton	Daniel Clark	Lucinda Seear	Sophie Milnes
Kate Harko-Boothroyd	Mark Jackson	Adriana Tyreman	Jane Bree	Linda Bell
Caroline Hall	Caroline Hall	Vickie Roydhouse	Amanda Bowes	
Andrew Sapcote	Vicky Anderson	Sara Thirlwell		
Amy Brooke*	Lucy Holland*	Georgia Metcalfe		
		Josefa Cooper*		

TA Apprentices*

Please note: Team changes may be made at the SENCo's/Acting SENCo's discretion at any time during the academic year.

Please contact them through the main school telephone number: 01430 873450

Arrangements for consulting parents of children with SEN and involving them in their child’s education: The new SEND Code of Practice, (2015) states:

6.64 “Schools **must** provide an annual report for parents on their child’s progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.”

6.65 “Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. (DfE: page 104)”

The full document can be accessed through:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At TMWS we:

- ☒ Hold statutory annual review meetings for those students with an EHCP for special educational needs.
- ☒ Hold interim or emergency review meetings when necessary for those students with an EHCP for special educational needs.
- ☒ Hold ‘Assess, Plan, Do, Review’ meetings and involve parents/carers in the ‘Student Support Plan’ process.
- ☒ Attend meetings in primary schools to address future needs of those pupils with SEND.
- ☒ Attend Team Around the Child/ multi-agency meetings when appropriate.
- ☒ Hold annual parents’ evenings for all students where the SENCO/Assistant SenCo is available to consult with parents of those on the SEND register.
- ☒ Invite parents with students with SEND to attend our Parent Forum Events and Meetings
- ☒ Invite parents/carers to attend careers interviews.
- ☒ Allow parents/carers of new students to have the opportunity to meet with the team early and complete a questionnaire at parents’ evenings.
- ☒ Promote the use weekly communication and of home/school link books for everyday communication for some children.

Please note due to Covid-19 there are limited events taking place in school this year. Where possible, events will be rescheduled to be held online via Microsoft Teams.

The Local Offer

Parents and carers may wish to access central East Riding services such as Parent Partnership, and the Children’s Disability Team. To find out about services and support available to children and young people with special educational needs and disabilities (SEND) please see the link to the East Riding’s Local Offer:

- ☒ LA – LOCAL OFFER WEBSITE
www.eastridinglocaloffer.org.uk



Arrangements for consulting young people with SEN and involving them in their education:

At TMWS we listen to the views of the students and encourage active participation in planning, monitoring and reviewing their educational provision, which may include outside influences when appropriate.

We will look carefully at how the Code of Practice details guidance on recording student views using student support plans for example:

6.70 " The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. "

All students will be involved through:

- ☒ Discussions regarding their individual targets with teachers.
- ☒ Discussions with specialist staff such as the Hearing and/or Visually Impaired Service, Service for Children with a social and communication difficulty including Autism, Educational Psychologist, Occupational Therapist, physiotherapists, staff from Child and Adolescent Mental Health Service (CAMHS) etc. Families will be informed of these visits.
- ☒ Discussions with a careers advice worker when appropriate.
- ☒ Discussions with the SENCO and/or Keyworker discussions
- ☒ Discussions with pastoral support staff.
 - ☒ Having the choice to attend their statutory review meetings if they have an Education, Health and Care plan.
 - ☒ EHC plans.
- ☒ Having the choice to attend plan, do, review meetings.
- ☒ Students are encouraged to attend parents' evenings.
- ☒ SEND students are on the School Council and are encouraged to take part in peer mentoring schemes and house captain, head boy/head girl elections.
- ☒ Headteacher interviews with all Year 10 and 11 students.
- ☒ Information, advice and guidance interviews with our in-house IAG mentor.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

In line with the new SEND Code of Practice all students will be made aware of their assessment targets and the outcomes for which they are aiming. The school strives to improve students' literacy and numeracy skills, and targeted students are assessed using a standardised reading comprehension test every year up to them being in Year 10. Students receiving additional literacy and/or numeracy interventions are assessed to evaluate the effectiveness of the intervention and determine the next step.

The EduKey provision map is used to document and track the impact of interventions to allow the SENCO to monitor financial aspects of provision.

The school uses internal assessment data to show progress of groups of students against national expectations (i.e. by gender, SEND/non-SEND, ethnicity, Children who are looked after, Pupil Premium etc.) Progress is measured at least termly in line with the whole school academic tracking systems. The SENCO will look at the relationships between those on the SEND register and other vulnerable groups. The Inclusion lead and Head teacher links closely with the SENCO to ensure that progress and attainment reports are fit for purpose with regard to those on the SEN register. At present the 'SIMS' and 'SISRA' data management systems are used and tracking against expected progress is used for KS3.

The SENCO and senior leaders will evaluate the Governments 'RaiseOnLine' report and its replacement ASP, together with the FFT evaluation report to establish how the identified SEND students have progressed and attained against National averages and expectations.

Pupils who do not have an EHCP plan but access intervention, which is alternative to or different from what we would offer all pupils are placed on SEN support and the SEN register. Parents and Carers are notified via letter should you child move on or off this register but it is good practice to acknowledge that this register is flexible dependent on a student's individual needs. All students who previously held a statement of educational needs have now transferred to an Educational Health and Care Plan, (EHCP) in accordance with guidelines laid down by the Government and Local Authority.

Transitions

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society Post 16.

TMWS recognises three crucial phases of education: year 6 transition, year 9 options selection and Post-16 transition.

The Code of Practice states:

"SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process."

Please find more information on transition processes via our transition pages:

<https://www.themarketweightonschool.co.uk/parents/s-e-n/>

East Riding uses IAG careers advisers that meet with all students as well as those with special educational needs and/or a disability (SEND). More time may be spent with the most

vulnerable or meetings may take place earlier in the academic year in order to plan ahead. Keyworkers also play a crucial role in supporting students through this process and interventions, support and guidance can be provided to students in their weekly keyworker meeting.

TMWS has a comprehensive calendar or taster days and welcome meetings with our local Post-16 providers. This supports those students who may wish to attend a local college e.g Bishop Burton College, Selby College or East Riding College. Examples of Post 16 transition into the working environment in the past have been hairdressing, catering and assistant site manager or farming. Year 10 work experience offers students to plan ahead and keyworkers and IAG advisors can support in directing students towards their Post-16 choices. For more vulnerable students a more thorough transition plan can be discussed at the annual review meetings.

The SENCO liaises closely with East Riding LA SEND services to ensure that the school is aware of post 16 opportunities.

The school will use central specialist services to help with independent living skills such as independent travel training and students will experience personal development days with targeted professionals from Post-16 providers visiting and talking to pupils at different times of the year.

For more information regarding our Careers and IAG please see our website page below:
<http://www.themarketweightschool.co.uk/careers/>

The approach to teaching children and young people with SEN:

High quality teaching, differentiated for individual students, is the first step in responding to students who may, or may not, have SEND. In agreement with The Code of Practice all staff agree that "additional intervention and support cannot compensate for a lack of good quality teaching."

The quality of teaching and learning of all students is supported through the 6 part learning cycle that consists of prepare, purpose, present, practice, prove and ponder stages of learning. TMWS also follows a lesson observation cycle; learning walks; book scrutiny and the shadowing and tracking of individual students.

The school is working hard to ensure that the overall quality of teaching for all students is classed as good and better in line with Ofsted requirements. Full school procedures will take into account the teaching and learning of all vulnerable students including those with SEND. For our movement towards this, please read our Ofsted report Dec, 2018 here:
<https://files.ofsted.gov.uk/v1/file/50049111>

Full school development plans will include an action plan related to SEND and the Equality Duty. It is the aim that SEND is a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

The SENCO implements a whole school approach to the waves model and it is the school's high expectation that these wave strategies are embedded at the first quality teaching level, additional support level and SENCO oversight support level.

For detailed information regarding our waves interventions please follow the link here:
<https://www.themarketweightschool.co.uk/parents/s-e-n/>

The SEND Learning Environments

*****Please note, due to Covid-19 restrictions, there may be some changes to these provisions being available at certain times of the day. For details, please contact the main office and ask to speak to a member of the SEND team.*****

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

The SENCO, alongside appropriate staff, will identify students that require 'additional to' and 'different from' provision. The intervention group is divided into two meetings every half term; a pastoral and curriculum meeting to which the SENCO attends both to consider appropriate interventions, agree actions and monitor progress in order to assess impact.

Learning Support Base (LSB)

To embed the understanding that support is a continuous resource throughout school, students with SEND have access to the Learning Support Base. This is a classroom that can be accessed by KS4 students who have typically (not exclusively) had support from the Foundation Learning Base throughout their time at TMWS. This base hosts a space where skills for working life, study support, homework club, Lexia and keyworker meetings are held. The room is fully equipped with computers and becomes a safe haven space for KS4 students at break and lunch, with social games, chill out area and staff on duty to support. Other areas connected to the LSB



- are:
- SEND Team Office
 - Outside Garden for skills modules
 - C14- Art, Craft, Cooking, and Nutrition classroom
 - Peer mentor area

Please note, both KS3 and KS4 will access this space during the split timetable school period of COVID-19.

Foundation Learning Base (FLB)

The school has a Foundation Learning Group that is located inclusively in the heart of the school provides the opportunity for vulnerable students to access basic skills learning in a specific base/classroom. Such identified students will spend a proportion of their time with specific teachers and the same peer group.



They may access other subjects in the usual mainstream lessons with support.

Identified students will be assessed under the Government regulations to determine if they are eligible for access

arrangements in controlled assessments and exams. This could mean that some students would have extra time, a reader, word process or a scribe for example.

The Foundation Learning Base develops the social, emotional and communication needs of students with in-class intervention, restorative practice and trained staff in the nurture approach.

The Foundation Learning Base has several dedicated curriculum based teachers who solely teach subjects to the SEND group who access this resource including, English, Maths, Science, Music, IT, Humanities and Language and Culture. By having a smaller amount of trusted teachers within a smaller range of nurture classrooms, students with this level of SEND are provided with the environment they need to be able to reach their potential and lead a happy and fulfilled experience of education.

Enhanced Resource Provision

Known as the Enhance Learning Base (ELB)

Since September 2016 the school has developed specialist provision for students with Autistic Spectrum Condition ASC. This provision provides a safe haven for students with ASC and specialist staff to provide support in the Foundation Learning Group or in mainstream lessons depending on the academic ability of the student.



The school employs Learning Support Assistants (LSAs) who support identified students within mainstream classes and the Foundation

Learning Group and take the role of keyworkers for each child on the SEND register. These LSAs act as a crucial link between the SENCO and class teachers and throughout the year, develop positive relationships with parents, outside agencies and the student they are the keyworker for.

Students who are funded for this resource provision, are consulted by the local authority and the final decision of a placement at TMWS is made by them. We inform the local authority as to whether we can meet pupil needs and as parents, parental preference is taken into account.

The enhanced resource provision has an inclusive base along the main corridor of the school where students can chose or be directed to work in by staff. This hosts an individual learning space, a group learning space and a sensory room. The students who access this provision have a bespoke timetable that allows flexibility between the foundation learning base, enhanced learning base, mainstream lessons and adapted curriculum choices.

The school has embedded symbols around the site so that students can visually recognise support areas, this also benefits students with language and communication difficulties. We have the view that as students recognise where support is available, a whole school ethos is supported in using this terminology and aims to destigmatise the need to access such support areas.

Wellbeing Centre

In 2018, TMWS established a wellbeing centre, dedicated to improving the wellbeing of pupils with and without SEND. The wellbeing centre hosts three key members of staff: Our Emotional Learning Support Assistant, The in-school mentor and the school mental health learning assistant.



The space includes disabled toilet access, an ELSA area, sensory space, individual mentor areas, work stations and a small diner for meetings, skills support and social skills. This space is away from the main building to add to the confidentiality of support and is open for a select number of pupils with social, emotional and mental health difficulties at break and lunch.

Access in and around the site

Entrance to the school is well signposted and easily accessed for those with mobility or vision difficulties. There is a disabled parking bay in front of the school.

There are two accessible toilets and a fully equipped care room with overhead tracking hoist.

Lessons that are timetabled on the first floor are moved to the ground floor if required and the music room is accessed by a stair climber.

The school hosts two sensory and physical teaching support assistants who are dedicated to individual students with vision impairment but are based on-site and can support in advising staff on vision needs. This means that regular vision and movement assessments are conducted of the site to ensure any physical restrictions are raised and implemented for student mobility.

TMWS has an administering medicines policy that ensures there are safe practices in relation to those who need regular medication on site to enable them to access their learning. TMWS ensures that their practice in relation to those who need regular medication on site to enable them to access their learning. TMWS ensures that their practice is in line with the new guidelines: 'Supporting pupils at school with medical conditions'.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:

When appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made. The SENCO and senior leaders aim to empower staff so that there is a good level of understanding related to individual students as well as general needs and conditions.

Teaching assistants conduct research areas and training each year in-line with the whole school approach to continued professional development. We invite professionals from services to work with the SEND Team on any students who may require their keyworker to have further training in particular areas.

Recent training has included understanding autism and appropriate strategies. The SENCO has been in post since December 2017 has undertaken the Post Graduate Certificate for Special Educational Needs, which is a specialist qualification to allow her to assess students' difficulties and create the correct provision for the child. The SENCO continues to gain support by a qualified SENCO in creating action plans for the department twice a year. This external consultant is also a Specialist Leader in Education (SLE).

Evaluating the effectiveness of the provision made for children and young people with SEN:

The Learning Support Assistants meet regularly with the SENCO, Foundation Lead and Pastoral Team in order to share information about the successes and barriers to individual student's learning.

The SEN register is regularly updated and is easily accessible to staff. There is also a specific need register which includes all pupils who have a specific learning need. Student support plans and information regarding their individual needs, educational health and care plans and current provision is available via our school access to EduKey, to which all staff have been trained and have electronic access to these documents.

The SENCO works closely with the behaviour manager and pastoral staff to ensure that all are working together to meet need. The SENCO works in collaboration with head of years to manage strategies and evaluate progress for the most vulnerable when appropriate.

These staff meet together regularly as the 'pastoral intervention group' to monitor the progress and impact of interventions with all vulnerable students including those with SEND. Statutory review meetings are held for those students with a statement for special educational needs.

The SENCO works with the SLT to ensure that there is a strategic overview in relation to attainment and progress for SEND. The SENCO monitors progress and attainment measures for SEND with subject leaders. The SENCO meets regularly with the SEND Governor to discuss action planning, provision mapping and funding.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

The school provides extra-curricular opportunities for students such as Sport, Music, Drama and STEM. It believes in equal opportunities and supports those with SEND if they choose to engage.

Reasonable adjustments are made so that all students can participate in PE and on Sports Day. Adjustments can be made to support the PE curriculum, including the use of adapted equipment. There is a Student Council in place. If it is found that students do not vote for those with SEND to be part of the council over time then favourable adjustments would be made and a student with a disability would be given the opportunity to be on the council if they wished.

The school adheres to policy and the Equality Duty when taking students on out of school visits. All students with SEND have the opportunity to access careers advice alongside their peers and would visit appropriate post 16 provisions/ educational settings to allow them to make informed choices.

All students with SEND engage in one to one and group conversations with staff in relation to target setting equal to that of their peers and then targets that are more refined will be set for students with SEND when necessary.

There is LSA support in the FLB, C9, Canteen, LSB and Outdoors at break times* and lunchtimes* to ensure there are no barriers to accessing all areas that any other child can. Students also have an increased level of support in accessing after-school curriculum, educational visits and residential trips should they require an additional adult to support in this, this will be discussed with the SEND Team, parents and the child.

Personal development days are supported through reasonable adjustments and students can also take part in the simultaneous activities that run along-side their year group's activities if they find whole year activities difficult. This encourages students to ensure they are engaging with the curriculum at the same level as their peers. These days may also be used as an opportunity to target SEND groups for social and communication interventions, team building activities and SEND community building within the school.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:

PASTORAL STRUCTURE

As an inclusive school we welcome and celebrate diversity. All staff believe that students need to be resilient with high self-belief to ensure their wellbeing. We have a committed, caring staff, who want the very best for each one of the students at TMWS.

Each pupil is allocated a Form group and a House on entry. Parents and students have the opportunity to meet their form tutor and head of year at the year 6 open evening.

The form tutor is the first port of contact for any concerns or communications. In addition, the Head of Year can offer further support and advice.

Year 7 and Transition – Mr Andrew Yeadon

Year 8 – Miss Mamta Joshi

Year 9 – Mrs Sarah Hall

Year 10- Mrs Lisa Goodall

Year 11- Mrs Tracey Brice

The school also has a Learning Mentor in the Student Support team, who works under the direction of Mr Paul Ollett (Assistant Head teacher - Behaviour, Inclusion and Welfare), with vulnerable students during the school day. Mentor/Student Support Services Officer – Mrs Claire McCall

The school also has a referral process to the wellbeing centre where the wellbeing team will access the needs of a pupil and involve the relevant members of staff to work with a student and follow up any causes of concern.

We have a wide range of staff trained in mental health first aid and solution focused approaches to resolving issues as well as Team-teach de-escalation training.

We have a student voice and trained peer mentors.

The school has an EWO (Education Welfare Office - Mrs Rosemary Davies) who is in school on a Monday and Thursday to support pupils and parents in ensuring attendance and punctuality is maximised.

The school has a no tolerance policy to bullying and focuses events and personal development days around the school calendar to target individual types of bullying, signs and preventions and we have a dedicated online safety officer (Mrs Heather Bateley) who processes school issues relating to online bullying. We have a close working relationship with the CSO- community support officer and an in-school system where students can report bullying, this includes the link we have with BusWise- so that students can report any incidents happening on our school buses.

See all relevant policies on the school website – www.tmws.co.uk

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

TMWS has very close relationships with the local authority, social care and health services. Services can be requested, referred to and used in-school in relation to a student's needs and it is professional practice that your child may be discussed with anyone of the following professionals, this should be communicated with you if a referral is made.

These include (but are not exclusive to):

Educational Psychology Service
Occupational Therapist
Physiotherapists
NHS School Nurse Service
Social Care
Visual Impaired Service
Hearing Impaired Service
Speech and Language Therapists
Inclusion Practitioner
Youth and Family Support
CAMHS
0-25 Support Worker
Educational Welfare Officer

As an Enhanced Resource Provision, it is professional practice that services are involved within the daily practice of our school. Visitors are fully DBS checked and will have access to the school site, classrooms and parental meetings. Students are accepting of visitors and as part of our school day, students may expect visitors in their lessons as normal working practice.

East Riding Authority has a central SEND team for young people with high needs and they are involved at statutory assessment meetings.

Families are encouraged to use the 'Parent Partnership Services' for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so:

Tel: 01482 393939

Address:

East Riding of Yorkshire Council

County Hall

Beverley

HU17 9BA

Arrangements for handling complaints from parents of children with SEN about the provision made at the school 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN:

The Form Tutor or Head of Year is the first point of contact if a parent, or those with parental responsibility, is worried or concerned about their child. They will then pass on the information to relevant members of staff.

We would welcome anyone who has a complaint to speak directly to the member of staff that the complaint refers to find an appropriate resolution of the issue. As most complaints can be quickly resolved by talking to the teacher or member of staff. To do this you can contact members of staff via our E-praise messenger system that all parents have electronic access to. Then, in the event, the issue is unresolved, please contact the school to arrange a time to meet with the person concerned and discuss the problem.

If you cannot resolve the matter directly with the person concerned, you should take it up with the head of department or the Head teacher. Again, you can do this by contacting the school and arranging an appointment.

In a very small number of cases, the matter may not be resolved even with the involvement of the Head teacher. When this happens, the complaint should be directed to the Governing Body. In most cases, this means putting your complaint in writing to the Chair of Governors and sending it to him/her through the School. The Chair of Governors will then contact you. For further details please see the school complaints procedure available on our website: www.tmws.co.uk