



RED HALL PRIMARY SCHOOL

Preparing our children of today, for the challenges of tomorrow

Special Educational and Disability (SEND) Report

Autumn 2025

Review date: Autumn 2026

Presented to Governors:

Red Hall SEND Offer Information Report 2025-26

Red Hall Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every strategy, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

At Red Hall Primary School, alongside quality first teaching and a broad and rich curriculum offer, we may provide additional and different provision in order to support children with SEND. All interventions and provisions provided are personalised in order to ensure highly adaptive curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and aim to remove any barriers to learning. Our staff follow tailored and universal continuous professional development programmes, in order to aid a structured whole school approach to learning.

What are the different types of support that may be available for children at this school?			
Area of needs	Whole school ethos and practice	Possible focused support for some children’s additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school’s behaviour policy • A positive supportive and nurturing environment • Circle time/PSHE curriculum • Mindfulness training and approach to support improved mental health. 	<ul style="list-style-type: none"> • Identification and assessment in school: • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage. • Parent Partnership-aimed at supporting family life and 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS • Targeted intervention to promote social skills and emotional resilience. • Adaptations to physical environment e.g. reflection time. • Monitoring and support in unstructured time e.g.: breaks/ lunch. • Behaviour Management Plan/Pastoral Support Plan

	<ul style="list-style-type: none"> • All of these help to develop children to be strong socially aware citizens of the future. • Access to After School Clubs 	<p>promoting life Long Learning.</p> <ul style="list-style-type: none"> • Inner chimp/Volcano in my Tummy/Self-Esteem/ELSA support. 	<ul style="list-style-type: none"> • Regular meetings with parents to monitor progress. • Educational psychologist assessment. • Referral to behaviour specialist e.g. Behaviour support Outreach • Inclusion Practitioner support.
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills. • Strong emphasis on speaking and listening and phonics teaching • Communication friendly environments 	<ul style="list-style-type: none"> • Personalised support within the class • Wellcomm tailored intervention • Language monitoring systems upon entry to Reception and follow up provision • SALT interventions delivered by LSAs • Use of images to support communication. 	<ul style="list-style-type: none"> • Access to small teaching and learning groups. • Additional in class TA support • Alternative communication systems • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant (through the Speech and language Outside Agency). • Links to the speech and Language unit • Advice and support via CIPS Team. • Advice and support via the ECHO Team.
Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies. • Learning style understood. • Adaption within lessons 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles. • Individual coaching and support from the class teacher and SENDCo • Use of appropriate resources e.g. Visual Time tables, social stories, work stations. 	<ul style="list-style-type: none"> • Key teacher/ TA • Small group targeted intervention. • ICT used to reduce barriers • Alternative communication systems – use of image cards. • Advice and intervention from Communication, Interaction, Physical and Sensory Advisory Service (CIPS) • Individual learning stations • Use of smaller spaces with a personalised timetable when needed.
Cognitive and	<ul style="list-style-type: none"> • Adaptive teaching of the curriculum 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils 	<ul style="list-style-type: none"> • Access to small teaching and learning groups. • Additional in class support

<p>Learning/Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> • Teaching resources are accessible and appropriate • Multi-sensory approach to learning 	<ul style="list-style-type: none"> • Targeted intervention programmes • Independent Educational Plan • Specific goals; small achievable steps • Resources are provided as appropriate. • Learning support via in school Inclusion • 1:1 reading alongside intervention programmes 	<ul style="list-style-type: none"> • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment
<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<ul style="list-style-type: none"> • Referrals to Occupational Therapy • Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Curriculum is adapted. • Seating position within class prioritised 	<ul style="list-style-type: none"> • Modified learning environment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy support and advice from health team. • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from TAs • Access to external advice and assessment.

<p>How will I know how well my child is doing at Red Hall?</p>	<p>In our school we have:</p> <ul style="list-style-type: none"> • An open door policy - parents welcome to make an appointment at any time • Partnership between parents and teachers - we will communicate and meet regularly. • Informal discussions • Home school link book if deemed appropriate. • If your child has an EHC plan there will be formal meetings where progress is reported on, and a report written and available. This is referred to as an Annual Review. • Progress Consultation evenings • Termly Individual Support plans reviewed and discussed as appropriate
<p>What policies do you have for the identification and assessment of pupils/learners with special educational needs and disabilities?</p>	<ul style="list-style-type: none"> • SEND Policy • Accessibility and Disability Policy • Accessibility Plan
<p>What is your approach to teaching these pupils/learners?</p>	<ul style="list-style-type: none"> • Pupils are in the first instance supported through 'Quality First Teaching' within their age-appropriate year group • Pupils are placed into interventions and their progress is monitored. • Pupils are given an IEP (Individual Education Plan) that aims to close gaps in the SEN areas in which significant gaps have been identified. Teachers are responsible for updating IEP's and setting the next steps on their learning journey. Pupils requiring an IEP may be given additional support within the classroom and they will be taking part in appropriate interventions. • All pupils are supported at some point during the week to work on IEP targets. Some pupils are supported using additional specific learning programmes such as Wellcomm (language development programme), Phonological Awareness (developing early phonological skills), 1:1 Precision Reading, Reading, Mathematical instruction, as well as delivering any physiotherapy or physical intervention support; such as Get Moving.

	<ul style="list-style-type: none"> • Pupils who are on an IEP who continue to make little progress will be assessed, using the Dudley Matrix system, to identify whether they need a higher level of intervention and support that cannot be supported through the SEN budget that each child on the SEN register receives. • Pupils requiring a higher level of support are provided with an Education and Health Care Plan. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need. • Lunchtime support is given for several pupils with severe medical, Physical and Social, Emotional and Mental Health needs.
<p>How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child. • Specific resources and strategies will be used to support your child so that they can learn most effectively and be included in the full life of the school. • Planning and teaching will be adapted on a daily basis if needed, to meet your child’s learning needs and increase your child’s access to what is on offer. • The curriculum is adapted for pupils, when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASC who need time away from the classroom. • Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed to reduce the glare from the sunlight. • Pupils who struggle with learning in the classroom will be provided with an adapted learning space for learning activities. This enables pupils to learn in a quiet, non-stimulating environment. • Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible. • At times some children may require additional support from the school ‘Emotional Well-being and Behaviour support worker.’ Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
<p>How does Red Hall Primary School</p>	<ul style="list-style-type: none"> • Early identification of Special Educational Needs is vital and the role of parents, carers and families are fundamental in this process. Teachers discuss any concerns at the earliest opportunity and work in partnership

<p>know if children need extra help?</p>	<p>with parents and carers as learners can fall behind in school for a range of reasons, they may have been absent from school, they may have attended many schools and not had a consistent opportunity to learn, English may not be a first language or they may be worried about different things that distract them from their learning. This is why at Red Hall we believe in working with parents/ carers to ensure the best outcome for the child. The progress of all children is monitored regularly by our teachers and the senior leadership team. If our teachers think your child is not making the same progress as other pupils, or is falling behind the level that is expected for their age, they may be considered to have a Special Educational Need.</p> <ul style="list-style-type: none"> • Our SENDCo will support you and your child’s class teacher. We will observe them, assess their understanding of what they are doing in school, and work with them to find out what is causing difficulty. They may be placed on the SEND register and parents will be informed of this. Support will be put into place to support your child’s learning. When a child has identified SEND before they start at Red Hall, we work with the people who already know about them and use the information already available to identify how we can meet their SEND at Red Hall Primary.
<p>How does Red Hall Primary School involve children in their education and in the decision making process?</p>	<ul style="list-style-type: none"> • The school endeavours to include children with special needs in all areas of the curriculum through appropriate adaption and involve them in their own development as much as possible. • The SEND Code of Practice (2014) stipulates that: “Reviews must be undertaken in partnership with the child and their parent, and must take account of their views, wishes and feelings.” <p>Person-Centred Reviews:</p> <ul style="list-style-type: none"> • All Annual reviews of EHCPs are conducted in a child centred way. <p>During this review, the following will be discussed:</p> <ul style="list-style-type: none"> • parental aspirations; • the aspirations of the child; • the achievements of the child to date; • what is currently working/not working for the child; • what is important to/for the child and their parents both now and in the future; • how the child can be best supported (both academically and socially) at school and at home; • outcomes for the next key stage and short term targets for the next 12 months to help the child work towards their aspirations.
<p>Who are the best people at school to</p>	<ul style="list-style-type: none"> • Class teachers/Phase Leader, who are responsible for planning the curriculum, adaption and assessing your child’s progress.

<p>talk to about my child's SEN?</p>	<ul style="list-style-type: none"> • Mrs Darby- SENDCo who is responsible for co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEN reviews and liaising with all agencies involved with your child. • Mrs. Tomlinson, Head Teacher, who is responsible for the day to day aspects of the school. The Head teacher has to report to the Governing Body on all aspects of SEN in the school. • SEN Governor- Mr Arnold, who is responsible for making sure the necessary support is made for every child with SEN, who attends the school.
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We work in partnership with you to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life through a number of means e.g. hearing children read and ongoing invitations to school events throughout the year. Our Governing Body includes parent governors and we have a designated SEN Governor Mr Arnold. • The class teacher may suggest additional ways of supporting your child's learning through a note in the reading book, at progress evenings or by arranging a meeting with you. • Our Pastoral Lead/SENDCo may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs. • Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home. • Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.
<p>How is my child's progress assessed and reviewed?</p>	<ul style="list-style-type: none"> • Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress. • Monitoring progress is an integral part of teaching and leadership within Red Hall Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step of the process.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

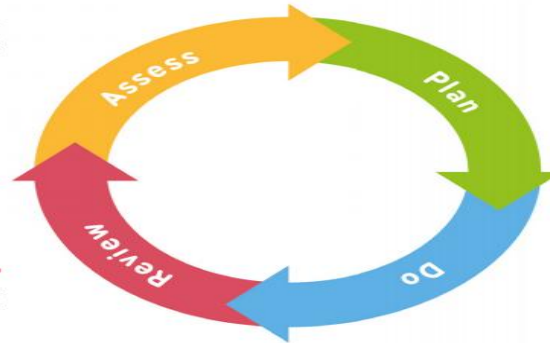
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

What support will there be for my child's overall well-being?

- The well-being of all our children is our primary concern at Red Hall. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and are also taught on a weekly basis. Additional support from specialist staff is arranged as needed for individual children, both in and out of the classroom; a tailored personal plan may be put in place for children with the highest need. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, Emotional, Literacy Support Assistant (ELSA), Pastoral Lead, **Inclusion Practitioner** or the SENDCo are readily available for pupils who wish to discuss issues and concerns.

	<ul style="list-style-type: none"> • Pupils who find lunchtimes a struggle are able to join in any of the structured play time activities in our Quiet area and/or our Wellbeing Room. • The school will keep in close contact with you about your child’s overall wellbeing. • We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas. • Extra-Curricular Activities: We provide a range of extra-curricular activities, at which all children are welcome. • School Council: School Council representatives attend meetings and ensure that all pupils at Red Hall Primary School have a voice which can be heard. • Playtimes: Playtimes are key in the development of social and emotional skills; they are unstructured and promote children’s independence. For those children who find socialising a challenge, we allocate adults who will support them particularly at lunchtimes. • Children are actively encouraged to recognise and deal with their emotions in a safe way. Professional wellbeing support can be provided regularly in school by trained staff. On occasion the Pastoral Lead, Inclusion Practitioner, Behaviour Support Team, ELSA Lead and/or School Nurse may work with a child who is having social or emotional difficulties.
<p>Pupils with medical needs</p>	<p>If your child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child. In order for school to administer medicine, parents/carers must first fill in and sign a ‘Medicine form’ stating the dose and times of administration. Medicines must be prescribed by a doctor and be clearly labelled. Medicines are either kept in a locked cupboard or in the fridge. Staff undertake first aid training to ensure staff are familiar with what action to take in the event of an emergency. Health professionals would be contacted to arrange any training which may be needed in relation to an individual child, if needed.</p>
<p>How accessible is the school environment?</p>	<p>We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. For example, modifying a classroom for a partially sighted child, including amended lighting or clear markings in the playground to indicate boundaries or potential areas of hazard. Our policy and practice refers to The Equality Act 2010. Facilities we have at present include:</p> <ul style="list-style-type: none"> • Ramps into school to make the site accessible to all. • There is an accessible toilet and shower for disabled users or anyone who may need this facility. • Accessibility plan in place • Double doors in some parts of the building.

	<ul style="list-style-type: none"> • We are actively planning further improvements to make the school more accessible. • The school has a range of ICT programmes suitable for pupils with SEN, in addition to IPADs, headphones, recording devices, netbooks, computers and interactive whiteboards are installed in every classroom. • Visual timetables and other visual resources are sometimes used in school, where appropriate, to suit the needs of individual children.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:</p> <ul style="list-style-type: none"> • Communication, Interaction, Physical and Sensory Advisory Service (CIPS) • Learning Support Service • School Nurse • Child Protection Advisors • Educational Psychologist • Behaviour Support Team • CAMHS (Child & Adolescent Mental Health Service) • AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers) • Social Services • Visual Impairment Team • Hearing Impairment Team • Paediatrician • IEYs • Children’s Therapy Team (Speech & Language/Occupational Therapy) • School Health Advisor <p>As a school we work alongside ‘Educational Psychology for All’, an Educational Psychologist is allocated to school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil’s educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.</p>
<p>How will the school prepare and</p>	<p>Red Hall Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil’s transition to be as smooth as possible.</p>

<p>support my child when joining Red Hall Primary School or transferring to a new school?</p>	<p>These include:</p> <p>On entry:-</p> <ul style="list-style-type: none"> • A planned programme of visits in the summer term for pupils starting in September including “Play and Stay” visits with parents/carers, visit with playgroup and a visit to their new class (without parents/ carers). • Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. • Foundation teachers make a home visit in September, prior to children starting, with an additional opportunity for children to visit the school with their parent/carer. <p>Transition to Junior site:</p> <p>Although not officially leaving the school children moving from year 2 to year 3 do move buildings and this can be unsettling for some children. We therefore prepare children for this change by:</p> <ul style="list-style-type: none"> • Providing opportunities for year 2 children to visit the junior site throughout the year (e.g. assemblies, after-school book fairs). • Attending assembly and playtime on the junior site occasionally in the summer term. • Tour of the junior site with a year 3 teacher. • Visit to new class. • Information sharing sessions between year 2 and year 3 teachers. • The class teacher is always willing to meet parents/carers prior to the child moving to their class. <p>Secondary transition:</p> <ul style="list-style-type: none"> • Mrs Darby (SENDCo) or Year six staff work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have. • Secondary school staff visits pupils prior to them joining their new school. • Mrs Darby (SENDCO) meets the SENDCos from the secondary schools to pass on information regarding SEN pupils. • Children attend a transition day’s particular to the school they are going to. • Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Sport days at the secondary school) <p>Mid-year transition:</p>
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	<ul style="list-style-type: none"> • Currently we give all children a tour of the school with their parents/carers. • Introduce children to their new teacher and show them where they will put their coats etc. • Complete an induction form with basic details including how parents feel they were progressing at their last school. • Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed. • Contact the previous school for the child’s records. Where there are concerns the SENDCo will be contacted by phone. <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible. • We will contact the new school’s SENDCo and ensure they know about any special arrangements or support that needs to be made for your child. • Where possible we will support a visit to the new school in advance of the move. • We will make sure that all records about your child are passed on as soon as possible.
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>All staff have received training related to SEND. These have included sessions on:</p> <ul style="list-style-type: none"> • How to support pupils with a diagnosis of dyslexia. • How to support pupils with attachment issues. • How to support pupils with behavioural difficulties • How to support children with sensory issues • Teaching assistants work alongside Speech and language technicians delivering Speech and Language programmes. • All teaching assistants are trained in a specialised programme ‘Get Moving’ which supports pupils with fine or gross motor problems. • The School also has some teaching assistants who have received training enabling them to deliver more specialised support e.g. Precision Teaching, Emotional, Literacy Support Assistant (ELSA- targeted to support mental health well-being). • The SENDCo is SEN accredited and has a Diploma in SEN. • The majority of staff have received First aid training. Epi-pen training has been completed by all staff.

	<ul style="list-style-type: none"> • The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN. • All staff in the school receives training to meet the needs of all the children attending the school at any point in time. This may include Dyslexia Training, ASC awareness training, Visual Literacy etc. etc.
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Pupils are fully integrated into school life and are able and encouraged to attend any out of school or extra-curricular clubs. Activities and school trips are available to all. • Risk assessments are carried out and procedures are put in place to enable all children to participate. • If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. • The SENDCo, Headteacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. • The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEND who are on the School's SEND Register. The school can apply for a 'top-up funding', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the notional budget. The school uses any additional funding to meet the specific needs of a child. Some money is spent on additional resources e.g. writing slopes, seating wedges, laptops, changing equipment. • The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. • The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. • Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team). • Funding may be used to buy in specialist support.
Working in partnership- Responsibilities of our Governing	<p>Our Governing Body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014 and also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND. A governor is specifically responsible for SEND to ensure that the school and the SENDCo carry out their duties. One of the key responsibilities of our Governing Body is to make sure that the school's policy for children with disability and Special Educational Need (SEN) is published on the school website.</p>

<p>Body with regards to SEN.</p>	
<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please contact one of the following:</p> <ul style="list-style-type: none"> • Your child’s class teacher <p>Phase Leader:</p> <ul style="list-style-type: none"> • Foundation Stage – Mrs Sproson • Years 1 and 2- Mr Farley • Years 3 and 4 – Miss Maney • Years 5 and 6 – Mrs Lewis • SENDCo- Mrs Darby • Deputy Head- Mrs Shaw <p>If the issue still has not been resolved, please contact:</p> <ul style="list-style-type: none"> • Head Teacher- Mrs Tomlinson • SEND Governor- Mr Arnold <p>Appointments can be made with any of these people through the school Office. Telephone number: 01384 283697</p>
<p><u>Complaints</u></p>	<p>As a school we believe that the Additional Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.</p> <p>Procedures in Red Hall Primary School</p> <p>If a parent is not satisfied with the Additional Educational Needs arrangements for their child they should contact the school in the first instance so individual needs can be discussed. If the issue has not been resolved there is a complaints procedure which is outlined in the school handbook.</p>
<p>Information on where the local authority’s local offer is published.</p>	<p>For information advice and support on the local offer please visit: SEND Local Offer (dudleyci.co.uk)</p> <p>For quick access to information on local services and activities across Dudley ring 01384 814398 or click Dudley's Local Offer</p>

