

# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type





## Our Local Offer for Special Educational Needs and/or Disability



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<b>Name of Setting</b>	The Berkeley Academy
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>
<b>Specific Age range</b>	4-11
<b>Number of places</b>	Mainstream places ( <a href="#">Published Admission Number</a> ) is 60 per year.
<b>Which types of special educational need do you cater for? (IRR)</b>	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers. The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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### Questions from the Parent/Carer's Point of View:

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#### Identification

##### How will you know if my child or young person needs extra help? *(IRR)*

- *Children with SEND are identified as early as possible. Identification is usually through comments or concerns brought by parents, or school staff working directly with the child followed by using a range of screening tools to diagnose specific areas of need. External agencies such as Educational Psychologists/Speech Therapists etc. may be consulted to support this identification. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive regular training to support them in the identification of SEND. Staff monitor all children's progress carefully on a termly basis through regular assessments and Pupil Progress meetings which are held with members of the Senior Leadership Team.*
- *Concerns are initially raised with the class teacher who will work closely with all adults working with that child, alongside parents and the pupil themselves, to decide on the desired outcomes for that child and how we might go about achieving them. The decision might be made to offer class based support or, in some cases, a programme of interventions outside the classroom might be advised. Further support may be needed and so, at this point, support and advice would be sort from the school SENDCos. Those pupils with the highest level of need might be referred to other agencies for further advice. The SENDCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils and to plan for provision across the school.*

##### What should I do if I think my child or young person needs extra help?

- *The first port of call, if you have any concerns over any aspect of your child's education, should be their class teacher. Class teachers are usually available for a brief chat at the end of the school day and are happy to make an appointment if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCo.*

##### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- *The school's SEND policy, alongside other relevant SEND information, can be found on the school's website at <https://www.theberkeleycheshire.co.uk/send/>*



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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

- *At The Berkeley Academy we teach pupils with SEND in accordance with the Cheshire East Local offer.*
- *We believe that all children should have equal access to the curriculum and that it is our job to support them in doing so. Our priority is to deliver to all children, regardless of need, high quality class teaching (ordinarily available provision) which is adapted to meet the needs of all learners. Class based approaches may include: a variety of ways to record work, use of ICT, visual prompts and reminders, and/or small group teaching with a specific focus. All teaching staff receive regular training in all areas of the curriculum to support them in adapting learning opportunities.*
- *The school uses teaching assistants throughout the day to support children during whole class sessions, targeted small group work or for one to one support for a specific need.*
- *For those pupils with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists. In some cases these specialists may then choose to work in school with these children.*
- *Where additional levels of support are required, a personalised 'School Support Plan' is created. This will be done as a collaborative process between the class teacher, parents and the child. The plan outlines the provision for each child and sets a target to work towards. Parents will have the opportunity to discuss their child's progress towards this target at termly parent-teacher meetings.*

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- *All class teachers take responsibility for meeting the needs of their class by adapting the learning. Where pupils have SEND, class teachers will be aware of the pupil's strengths and areas of weakness, and will make every effort to accommodate these. Where children are working at a level below their peers, teachers adapt their teaching to ensure that gaps in learner's knowledge are covered. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched, as far as possible, to the strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENDCO, who may in turn seek advice from other local SENDCOs or specialist agencies such as speech and language therapists, educational psychologists, the autism team, physiotherapists and occupational therapists.*
- *All additional provision for pupils with SEND is monitored by the SENDCO, Head teacher and Senior Leadership Team, and discussion of these pupils' progress takes place regularly. Information about individual pupils with SEND is shared with supply staff. When external tests or exams are taken, the school will seek to ensure that any appropriate access arrangements are applied for. This could allow children to have a scribe for exams, additional time, rest breaks or a smaller room to work in. In some cases children may be disapplied from statutory tests.*

#### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- *At The Berkeley Academy we place great emphasis on Ordinarily Available Provision in all our classrooms. This allows children with SEND to access high quality teaching independently within the classroom setting alongside their peers. A proportion of our SEND budget is used towards class based provision, for example: writing slopes, spell checkers, coloured overlays, and iPads. Our funding is then used to support those requiring further SEND provision by providing additional teaching assistant support in class, or a programme of interventions which address the level of need in the school. The SEND budget is the*



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### Teaching, Learning and Support

*responsibility of the head teacher and the SENDCo. Interventions are monitored on a termly basis to assess impact and value for money. Discussions are then held between the Senior Leadership Team to ensure resources are allocated appropriately.*

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**

- *A child's initial needs are discussed between the class teacher, parents and the pupil. During this meeting, barriers for learning and a desired outcome for the child will be discussed. This outcome will aim to be one which has the most impact on the child's learning. A programme of support will then be discussed and school staff are usually best placed to advise on the nature of the provision needed, but in some cases external agencies may be consulted for further advice. All parties involved will then sign the School Support Plan in agreement that we will all work together towards the desired outcome.*

### How will equipment and facilities to support children and young people with SEND be secured? **(IRR)**

- *The school has a range of resources that are used on a daily basis for children with SEND. The class teacher can ask for these resources and for larger, more specific resources, the SENDCo and Head Teacher make strategic decisions about where these resources are best placed based on the need of pupils. Where more specialist equipment is required the school liaises with other agencies, e.g. Sensory Impairment Services, to seek advice on the best options for the child. Parents will be involved wherever possible with these discussions.*

### How will you and I know how my child or young person is doing and how will you help me to support their learning? **(IRR)**

- *All members of our school team have high, aspirational expectations for all children, including those with SEND. Teachers monitor children on a daily basis informally. If a teacher is concerned about your child's progress they may ask to meet with you after school to discuss the best course of action. Likewise, if parents have similar concerns they can make an appointment with the class teacher. This means that class teachers are best placed to identify when your child's progress is excelling or falling behind. Formal monitoring of progress takes place termly in the form of an assessment week. Teachers then meet with members of the Senior Leadership team to discuss progress. Information about a child's progress is shared at termly Parents Evenings as well as through the annual school report. For children with SEND, School Support Plans will be discussed with parents termly. For children with Education, Health and Care Plans (EHCPs), an annual review of the plan will be held.*

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? **(IRR)**

- *The school regards the opinions of parents and pupils as an important part of our continual development. Children form a small discussion group in which they can verbally give feedback about the interventions they have been part of. This is always done as sensitively and positively as possible so that children feel involved in the process. Children are also part of the School Support Plan review process.*



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### Teaching, Learning and Support

- *For review meetings, pupils' opinions are sought at a level accessible to the individual. For some learners this might mean that they are supported to meet with professionals; for others this might mean enabling them to contribute to meetings without attending by being given the opportunity to contribute their ideas in discussions with a familiar adult who acts as an advocate for them at any meetings. We recognise the need to protect self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.*

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

- *The school's SENDCo, along with the head teacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.*
- *The school works closely with a cluster of local schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The school SENDCo also works closely with the other SENDCo's within the trust to monitor the effectiveness of provision.*

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

- *At The Berkeley Academy, the safety of all our children is of the highest importance. Information about pupils with SEND is passed to teachers in a variety of ways. At the end of each academic year, teachers meet together and pass on any information, notes and paperwork for each child with SEND. It is also an opportunity for teachers to pass on any strategies or techniques that have been particularly successful with that child. This is also done for children with medical needs, but in addition to this, all members of the school (including mid – day assistants and peripatetic teachers) are given an A4 guide to that child's specific medical need and what process to follow should a medical emergency arise. When a risk is identified, these children are monitored closely during lunch and playtimes and, if needed, given extra support at the beginning and end of the school day.*
- *At breaktimes, at least two members of staff are on duty on each playground. During lunchtime, midday assistants supervise children in the dinner hall and play areas. If necessary, 1:1 adult supervision is provided for children with complex needs. Risk assessments are in place for all areas of the school; these are updated annually. Individual pupil risk assessments are provided if necessary. Risk assessments are prepared for all school trips through the local authority EVOLVE system.*



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### Keeping Students Safe and Supporting Their Wellbeing

#### What pastoral support is available to support my child or young person's overall well-being?

- *We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole-school focus on social and emotional well-being through our PHSE /RSE teaching, we offer a range of support to address specific issues as they arise, for example through support or social stories. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We have available a range of assessment tools to support us in tracking and monitoring pupils' self-esteem and confidence. We use Zones of Regulation as a whole school approach to the language of managing and regulating our emotions so that we are ready to learn.*
- *At The Berkeley Academy we have a zero tolerance approach to bullying. We are a KIVA school and over the course of the year we have a range of assemblies delivered by staff, outside agencies and the School Council linked to anti - bullying. Children take part in termly KIVA lessons. Where incidents of bullying are reported, they are dealt with promptly, fairly and taking into account the needs of all the pupils involved.*
- *At our school, we promote No Outsiders. The No Outsiders curriculum teaches children to respect and accept difference and diversity using the Equality Act 2010 (British Law) as a solid foundation. It supports other work we do in school to prepare children for life in modern Britain and teaches the children British Values. The principles of No Outsiders are integrated in our own school values. By embracing these, we intend for our school to be a safe place for all, where no child or member of our community will be treated as an outsider.*
- *We encourage children to make friends through a variety of lunchtime and after school clubs. Where children experience specific difficulties in this area, a programme of support can be designed. At all times we try and encourage a resilience and independence in children, giving them the skills they need to make friends and resolve any issues they may face.*

#### How will the setting, school or college manage my child or young person's medicine or personal care needs?

- *The school's policy on administering medication requires parents to sign a consent form for any type of medication, including Calpol. All medicines are kept in a locked cupboard in the school's office or in a fridge in the staff room. Children attend the office when their medicine is needed where it is administered by a member of our office staff.*
- *Staff in school are experienced in supporting children to become independent in their toileting, right from the foundation stage through to year 6. We find it best if school and parents use the same procedures so that the child receives the same message. Children are encouraged to take responsibility for their own toileting. Where needed, advice from outside agencies is sought. Every care is taken to ensure the child's dignity remains intact.*
- *For children with complex medical needs, a Health Plan is designed between the class teacher, parents, child and SENDCo which details the signs and symptoms of the child's condition and the course of action the school staff need to follow. This plan is then copied to everyone working in the school setting.*
- *Wherever possible the school will work alongside parents to support pupils who miss work due to unavoidable medical appointments or through illness.*



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### Keeping Students Safe and Supporting Their Wellbeing

#### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

- *Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day to day basis.*
- *For children with more complex needs, the school may seek the advice and support of other agencies, e.g. CAMHS, Emotionally Health Schools, Adelaide Outreach Services, Family Ties, Creative Action Team.*

#### What support is there for behaviour, avoiding exclusions and increasing attendance?

- *The school has a clear behaviour policy (this can be found on our website <https://www.theberkeleycheshire.co.uk/policies-1/>) which is implemented consistently. Where pupils fail to follow the policy, a range of measures are used to support them in following the rules. At all times we have close links with parents, reporting on the child's behaviour at school each day and encouraging parents to inform us of how the child is behaving at home. This may take the form of an informal meeting after school each day, or can be in the form of a home - school diary.*
- *It is very rare that we would consider exclusion for any pupil. All staff at The Berkeley Academy want the best for the children in their care and will support them as much as possible to be able to stay in school. However, the health, safety and education of all children in the school must be considered and where needed the Cheshire East guide to exclusion will be followed. The school's exclusion policy can be found on our website as part of the Positive Behaviour Policy.*
- *We take every step to improve and encourage attendance. We work closely with the Educational Welfare Officer to support parents and ensure children are in school and on time.*

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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

- *The class teacher has overall responsibility for each pupil's learning and their day to day well-being in school. They are the first port of call for pupils and parents, and provide information about the pupil to other agencies. Class teachers are expected to plan and deliver appropriate learning for all pupils and to ensure that the resources are in place to support each pupil's learning. Teachers monitor children informally on a daily basis and then more formally once a term.*



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### Working Together & Roles

#### Who else has a role in my child or young person's education?

- *The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. This is supported by the deputy head and governors of the school.*
- *The school SENDCo has responsibility for coordinating the provision for pupils with SEND. They will, when required, work with individual children, carry out assessments and is usually the host for formal meetings such as annual reviews.*
- *There are also a range of teaching assistants who work across the school who your child may encounter. This may be in the form of in class support during lessons delivered by the class teacher, during small group interventions or as part of one to one activities, focusing on your child's specific targets.*
- *In the most severe cases, children may be assigned an adult to work one to one with them.  
For children who have an EHC plan in place, regular contact with external agencies such as occupational therapy, physiotherapy or speech & language may occur (as specified in their EHC plan)*
- *Occasionally, external agencies or specialists (such as educational psychologists or the autism team) might be brought in to work with individual pupils. Their involvement will always be with the consent of the parent/carer.*

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- *All computers in school are password protected so that only staff can log onto them and access the information contained on them. Children with SEND have their own School Support Plan which the class teacher creates and then shares with any adult involved with your child. These plans are stored safely in school. There are regular opportunities during staff meetings for teachers to update/inform the rest of the school staff as to any changes in your child's circumstances.*

#### What expertise is available in the setting, school or college in relation to SEND? **(IRR)**

- *All school staff have a good awareness of SEND through regular training and staff meetings. New staff are given opportunities to develop their knowledge, and workshops on specific areas of SEND are organised across the year which all members of the school staff attend.*
- *Teaching assistants receive training from the relevant experts and agencies when delivering intervention programmes e.g. our teaching assistant who delivers the speech and language programmes works very closely with the therapists to ensure correct delivery of the intervention.*
- *As part of the Chancery Multi Academy trust the SENDCo meets with other SENDCO's and SEND Governors across the trust to discuss strategic decisions.*
- *Group consultation meetings are also held with educational psychologists and the Cheshire East Autism Team.*



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### Working Together & Roles

#### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? **(IRR)**

- *The school works with a wide range of services and has close links with health professionals such as school nurse, community paediatricians, Speech and Language Therapists, Sensory Impairment Services, physiotherapy and OT. We work closely with social care services as well as Cheshire East Information, Advice and Support (formerly known as Parent Partnership.) We aim to ensure good communication with all agencies and groups in order to meet the needs of pupils and families.*
- *Some of our pupil's access SALT and OT on site.*
- *When necessary, we organise multi-agency meetings to discuss pupils' needs (Family Help) to ensure good communication with these groups to meet the needs of pupils and their families.*

#### Who would be my first point of contact if I want to discuss something?

- *Your first point of contact should be your child's class teacher at [admin@berkeley.cheshire.sch.uk](mailto:admin@berkeley.cheshire.sch.uk)*

#### Who is the SEN Coordinator and how can I contact them? **(IRR)**

- *The school SENCO is Mrs Fowler who can be contacted on [admin@berkeley.cheshire.sch.uk](mailto:admin@berkeley.cheshire.sch.uk)*

#### What roles do have your governors have? And what does the SEN governor do?

- *The school governors have responsibility for ensuring the quality of provision across the school. The link governor meets regularly with the SENDCo to monitor the progress of children with SEND and looks at how we can move forward and what actions are needed in the future.*

#### How will my child or young person be supported to have a voice in the setting, school or college? **(IRR)**

- *As in all areas of the curriculum and school life generally, we seek to ascertain children's views on all matters. We do this through 'Pupil Voice' which is informal chats between a trusted adult and a group of children. They will be asked to speak frankly and honestly about the issue at hand, saying what works well and what they would like to see improved. Children with SEND are represented in these groups. In addition to this, children with SEND will be asked for their views on their own targets during the review of the School Support Plan.*

#### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- *At The Berkeley Academy, we are always on the lookout for more parents to become involved in school life. This might be through listening to readers, helping out on school trips or joining FOBs (Friends of Berkeley) and helping to organise the various fund raising events which take place across the course of the year. Parent governors sit on the governing body and when their term of offices expires, details of how to stand are advertised in the school's newsletter.*



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### Working Together & Roles

#### What help and support is available for the family through the setting, school or college? *(IRR)*

- *As a school we try to support you as much as possible. Quite often when seeking support for your child with SEND there are numerous professionals to visit and paper work to fill in. This support might take the form of helping fill in paper work or directing you to other agencies which could provide you with further advice. Information about parent support groups is shared with parents in a number of ways throughout the school year including: newsletters, Facebook and termly Cheshire East Information, Advice and Support (formerly Parent Partnership) newsletters which are available in the reception area at the front of the school.*



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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- *Wherever possible we encourage all children, regardless of need, to take part in all the activities that we offer as a school. These include a breadth of school clubs, day trips and residential visits run in years 4 and 6. We are flexible in our approach to these trips, adapting them wherever possible to allow children with SEND to attend. This might take the form of additional transport on a residential visit, offering time out sessions during a school visit, or enabling parents to support a child on a trip. Our clubs change on a termly basis and we are always open to new ideas and suggestions.*

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

**A disabled toilet is located at the front of the school.**

Do you have parking areas for pick up and drop offs?

Details (if required)

**There is a designated disabled car space at the front of the school and there is a 'drop off' area in the parent car park.**

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

**n/a**

- *The school works hard to ensure that the school itself and all that it offers are accessible to all children and their families. Our accessibility plan can be found on our website. We support children with SEND in a variety of ways and are adaptable, providing additional resources where required.*
- *We aim to communicate with families in a variety of ways. We offer paper copies of all letters, send emails of the letters and all upcoming events are posted on our Facebook page.*



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### Transition

#### Who should I contact about my child/young person joining your setting, school or college? **(IRR)**

- For information about entry please contact the main school office - [admin@berkeley.cheshire.sch.uk](mailto:admin@berkeley.cheshire.sch.uk) who will discuss the entry process with you.

#### How can parents arrange a visit to your setting, school or college? What is involved?

- Starting a new school is a big decision. We encourage all families to come and visit us first. You will be able to meet the head teacher and have a tour of the school which will then enable you to ask any questions you might have and decide if we are the right school for you and your child.

#### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) **(IRR)**

- Before your child starts, you should have already visited the school and met with staff, taking the opportunity to inform us of any SEND needs your child has and any other concerns. These will then have been shared with the staff and your child placed in the best available class for them. Your child's new class teacher will meet with the head teacher, SENDCo and yourselves to find out a little more about your child and what strategies work.
- When moving from one teacher to another through school, class teachers meet to share the information they have. If needed, your child will have an extended transition period, which may involve story time with the new class teacher and taking photos of the classroom so the child can familiarise themselves over the summer holidays.
- We have strong links with all our local high schools which enable us to design personalised transition programmes for individual children.



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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- *Information and contact details for Cheshire East Information, Advice and Support (CEIAS; formerly Parent Partnership) can be accessed through the Cheshire East website at: <http://www.ceias.cheshireeast.gov.uk/home.aspx>*

#### When was the above information updated, and when will it be reviewed?

- *September 2025 to be reviewed September 2026.*

#### Where can I find the Cheshire East Local Offer? *(IRR)*

- *The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)*

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

- *Your initial point of call if you have any concerns should be your child's class teacher. If they are unable to help, you may wish to make an appointment with a member of the Senior Leadership Team, or the Head Teacher. In the vast majority of cases, we find that by sitting down together and talking through our concerns, we are able to find a joint course of actions that best benefits the child. However, if you find that you remain unhappy with the way the school has dealt with your concerns you can find our complaints policy at <https://www.theberkeleycheshire.co.uk/policies-1/>*