

COMBE MARTIN PRIMARY SCHOOL



PROSPECTUS 2008/2009

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**Hangman Path,
Combe Martin,
Ilfracombe,
Devon,
EX34 0DF.**

Telephone: 01271 883226

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Head Teacher:	Mr. G. Oreshko, M.Ed., B.Ed. (Hons)
Deputy Head Teacher:	Mrs. G. Holmes
Senior Administrative Officer:	Mrs. Y. Hartley
P/A Head teacher and Senior Management Team:	Ms. B. Read
Chair of Governors:	Ms. M. Lawrence-Bardsley
Chair of Friends of Combe Martin Primary School:	Ms. S. Pink

Local Secondary Education

**Ilfracombe Media Arts College,
Worth Road,
Ilfracombe,
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EX34 9JB.**

Telephone: 01271 863427

**Mr. B. Sarahan
Principal**

**West Buckland School,
West Buckland,
Barnstaple,
Devon,
EX32 0SX.**

Telephone: 01598 760270

**Mr. J.F. Vick, M.A., Cantab.
Headmaster**

Dear Parent/Guardian,

Let me take this opportunity of welcoming you and your family to Combe Martin Primary School.

We believe that we have created a caring and stimulating environment where children can develop as individuals, as members of our community and as members of our wider society.

We believe that a vital ingredient in a worthwhile education is a close working relationship between the school and parents and we therefore encourage all parents to become actively involved in their children's education.

I hope that you develop a rewarding relationship with the school and that you and your family's time with us is a happy one.

Yours sincerely,

**Mr. G. Oreshko
Head Teacher**



The School's Aims

At Combe Martin School we believe that 'Every Child Matters'. As a school community we strive to promote children's self-esteem to give them the confidence and motivation that leads to a healthy, active lifestyle.

We try to create a learning environment where the school hopes to promote the overall development of the children in the following way:

- **Produce clearly understood targets and how to achieve them**
- **Ensure that all staff and children have a clear idea of national expectations**
- **Achieve at least national expectations in all curriculum areas**
- **Provide a broad and balanced curriculum**
- **Ensure that all children have access to all areas of the curriculum**
- **Use the local environment to support the curriculum**
- **Provide opportunities for cross-curricular links**
- **Produce a practical and creative curriculum**
- **Improve children's attitude to work (juniors)**
- **Promote consistently good teaching and to insist on high expectations at all times from children and adults**
- **Nurture mutual respect in children and adults**
- **Improve planning and provide appropriate differentiation**
- **Make better use of people's skills within the whole school and local community**
- **Develop more effective school organisations**
- **Improve home/school links and encourage parents to support the school**
- **Provide a balance of extra-curricular activities**

School Buildings

The school originally was Combe Martin Secondary School, but was converted to a Primary School in 1971.

The main building is constructed around a quad and houses the infant classes, library, computer suite, school hall, staff room, kiln room, parents' community/reception area and the offices.

The junior classes are housed in four modern, purpose built classrooms, alongside the infant rooms.

The campus is set in spacious grounds, comprising of a football pitch, two playgrounds designed to provide a safe environment for children during both play and study periods. One playground boasts a fantastic canopy, which allows the space to be used in all weather. On our grounds we also have a separate Foundation Stage outdoor activity area.

This spacious school accommodates about 180 children who are taught by an experienced and enthusiastic staff of 6 teachers and a varying number of teaching assistants and voluntary helpers; boasting that it provides an education, which encapsulates both a village school atmosphere and the width of expertise that only a larger school can provide.





Organisation of Classes

Reception / Yr1	Miss D. Northcott
Year 1/2	Mrs. C. Davis
Year 2/3	Mrs. C. Saunders
Year 4/5G	Mr. J. Guyler
Year 4/5M	Mrs. L. Mason
Year 6	Mrs. C. Hillier

Teaching Staff

Our well qualified and experienced staff have, in addition to their teaching responsibilities, other responsibilities relating to organisational and curriculum issues, essential in ensuring that the school makes the best use of its time, staff and resources in delivering a sound education.

The school sees the need to provide as much support as possible for children with special educational needs and we have teacher responsible for co-ordinating this aspect of school life.

The Induction Policy

AIMS

To enable children who enter school mid term/year to settle into an appropriate group within the class.

To enable staff to place children into an appropriate group dependant on their ability and maturity.

To enable parents to understand the level at which their child is working on entry to the school and to identify any support that may be needed. Children will be assessed in English and Maths and placed in Family Groups.

Family Groups

One of the ways in which we promote caring, mutual respect and citizenship is through our Family Groups.

As each child is registered at our school, he/she is placed in a Family Group. These groups are made up children of all ages who meet weekly with the teacher who is their Family Group leader to discuss issues which promote the school ethos.

During these periods the children discuss issues that promote our ethos.



Uniform

**It is a requirement that all children wear school uniform.
The school uniform consists of the following:**

**Navy blue fleeces with school logo
Navy blue sweatshirt with school logo
White shirt or blouse
Grey knee length skirt
Grey trousers
Sensible black shoes/black trainers
Blue gingham dresses for summer
White polo shirt with Family group school logo**



Polo shirts and sweatshirts are available in the reception area. We also have on offer PE Bags and Book Bags with the school logo on. There also have a Thrift Shop where you can buy good quality second hand items of clothing.

Physical Education

Following County guidelines, we ask that for indoor activities you provide your child with white t-shirt (with school logo) and navy blue shorts / gym skirt, and for outdoor work in winter, trainers and warmer clothing, e.g. track suits, leggings, etc.

Junior children are required to wear their PE Uniform to school on their timetabled days.

Labelling Uniform

Because of standardised clothing for school, it is vital that you label every item of clothing.

School Council

Children in each class vote for two class members to represent them on the School Council. The Council then meets once a week during lunchtime, to discuss issues raised by their class and also to organise termly events.

Eco-Group

Children from each class elect class members to form the Eco-Group which is involved in various projects around the school. Currently the Eco-Group is taking part in a year-long project with the Green Ambassadors creating a community garden in a previously run down part of the village.

THE CURRICULUM

Our aim is to deliver an education, which fully incorporates the National Curriculum requirements in an interesting and challenging way. In so doing, we expect to extend the skills and concepts of the children by accurately matching work to each child's needs and stages of development.

We follow the Local Education Authority's approved arrangements for considering complaints about the curriculum. For more information contact the Head Teacher.

The National Curriculum

This consists of 'core' and 'foundation' subjects which each have a number of attainment targets at various levels of achievement.

The focus of our monitoring system is based upon accurate measurements of each child's progress through these targets and levels.

Core Subjects

English, Maths and Science are the core subjects and these are taught separately, following national guidelines.

The Foundation Subjects

As with the core subjects, children are taught the skills and concepts of subjects such as design technology, history and geography, health education, art and craft, dance and drama; both as separate subjects or within the structure of an annual whole school curriculum plan.

Music is generally taught as a separate subject, but there are other opportunities to extend this in our school choir, recorder club and through individual tuition.

Physical Education

Our aim is for children to develop the essential developmental skills of balance, co-ordination and agility through all areas PE. We offer children a wide range of activities with which to develop these core skills, including gymnastics, dance, invasion games, striking and fielding games and net and wall games.

On top of two hours of PE a week children are given the opportunity to go swimming for 12 weeks of the year at Ilfracombe Swimming Pool.

Through our involvement with PEDPASS (Physical Education, Daily Physical Activity and School Sport), children are given the opportunity to extend their participation in physical activity and school sport. An extensive range of sports festivals and inter-school competitions are available for children to attend in both KS1 and KS2. We provide a good range of extracurricular activities and sports clubs for children to attend during lunchtime and after school. The numerous activities include netball, football, cricket, tennis, skipping, golf, hockey, karate, table tennis, tag rugby and dance.

Other lunchtime and after school clubs available for children include art, craft, ICT, drama/music, library and book track.

Religious Education

Although RE is not a National Curriculum subject, it is taught as a separate subject. We have a daily act of collective worship, which includes local clergy, family groups and classes. If you wish your child to be excluded from RE and/or assemblies, please see the Head Teacher.

Sex Education

The school approaches sex education in as natural a way as possible and it is viewed as an integral part of Science, Health and P.S.M. Education.

It is felt that in addition to the planned programme of study, both the school and the parents need to work towards creating an understanding and caring atmosphere, where questions can be freely asked and answered, as and when they arise.

Special Needs

As a school, we have a teacher whose responsibility it is to co-ordinate all special needs provisions within the school. We also have a governor with responsibility for Special Educational Needs.

Assessment, Records and Reports

The systems we use are in accordance with national regulations and guidelines, and are designed to give both parents and teachers a clear indication of a child's development in its fullest sense.



Teaching Approaches

Within the school you will see examples of teachers working and planning collaboratively and organising themselves in a way which enables the best use of their skills and expertise.

In classroom situations, the organisation includes the employment of a range of teaching approaches because we believe that children learn in a number of different ways and that teachers must therefore employ a variety of teaching strategies to achieve success.

In the juniors we set the children in their classes according to their abilities in Maths and English.

Extra Curricular and Out of School Activities

We offer a range of extra curricular activities, where children are encouraged to discover and extend particular enthusiasms. This also presents them with an opportunity to work with different teachers. As part of our teaching programme, children are given the opportunity to visit places of interest as a class, and participate in longer residential visits.

School Meals

In line with government legislation we are providing a nutritionally balanced menu, with the correct amount of vitamins, fat, salt etc, recommended for the age range of the children in school, however that doesn't mean it's the dull stodgy food we all remember.

We are one of the few schools in the area which has a four choice menu. Not only do we have a main course and a vegetarian option daily but we offer baked potatoes and a range of baps, wraps, baguettes and pitta bread with various fillings, which can be ordered during morning registration.

The menus are reviewed on a regular basis, and a copy of the new menu is given to each child each term. There are also copies posted around the school and in the reception area.

All meals are cooked on site and we have a well organised dining room. Although we try and encourage as many pupils as possible to have a school meal, children having school meals and those having packed lunches all eat together, making lunch time a key social part of the day.



To save classroom and administration time we run a dinner ticket system. Tickets may only be purchased on Monday and Friday (mornings and afternoons) and used throughout the week. Further details available on request. If you wish to apply for free meals, please contact our administrative officer as soon as possible.

I am always available to discuss any special dietary requirements or concerns you may have and will do my best to cater for each individual.

Yours Mrs Julie Metcalfe-Boyen (Kitchen Manager)

Governors

Governors play a vital role in the life of the school; visiting frequently, planning its development with the staff and promoting its work in the community. A list of governor's names and contact numbers are available in the school.

Friends of Combe Martin

Another group vital to the development of the school is the Friends of Combe Martin.

Although the Friends fund raising efforts have benefited the school over the years, the members are also seen as a group of people who help the school form an important working relationship with the parents and the local community.

School / Parent Links

We feel, as a school, that lines of communication between the school and home should be always open and we therefore encourage parents to contact the class teacher or the Head Teacher about any concern. We will always find time to listen.

On a more formal basis, we provide parents with an opportunity to meet their child's new teacher at the beginning of each academic year; have ongoing parent consultation sessions, an end of year report and plan a number of events/activities where we can promote the work of the school and explain our approaches.

We encourage as many parents as possible to come into school and help in any way that they feel they can, so that they can begin to understand the work of the school and so that the children can benefit from seeing them as active participants in their education. (See copies of Helping in School).

Parents are also invited to their children's class Open Afternoons, where they get a glimpse of the type of work the children are undertaking during the term. Our reception area is used as an information centre, as a place to collect your children, an area where meetings take place and where you as parents are encouraged to stay awhile and have a coffee and a chat. Please try and make full use of this facility.

There is an agreed complaints procedure should this be necessary and the Head Teacher should be contacted for further information.

[Our School Site](#)

The school site is shared by the Pre-School and the Sure Start Centre, making our site available to the families in our village and all the children up to the age of eleven

[Combe Martin Pre-School](#)

The Pre-School is run by a voluntary committee and has a Toddler/Baby group that is open on Monday and Thursday mornings. The Pre-School is open 4 ½ days a week and has its own separate play area and entrance. The School and Pre-School have a close working relationship which ensures a smooth transition for Foundation Stage pupils.. The Pre-School use the school hall for P.E. and have time allocated for the use of the ICT suite each week. The Reception class teacher and the Headteacher visit the Pre-School on a regular basis to ensure close links are maintained.

For more information telephone 01271 883134



[The My Start Centre](#) [‘Sure Start Children’s Centre](#)

The School site also includes the ‘My Start’ Centre, the local Sure Start Centre for the Ilfracombe Area Learning Community. This building completed in 2006, hosts a wealth of children’s services to complement the Pre-School and School. These services include groups for mums to be, and access to services for babies, children up to the age of five and their families. The Centre also includes, Home Visitors and access to specialist services, e.g. the Speech and Language and health teams.

For more information telephone 01271 865825

EXtra Club

My Name is Corinne Dean and I wish to introduce myself as the Play Leader for the Combe Martin EXtra Club.

The EXtra Club is a new facility being offered by the school providing a high standard of quality provision throughout the year. It will be run by a team of qualified and professional staff who will endeavour to provide stimulating and enjoyable activities for all children aged between 4 and 11 years.

The Club will operate on half and full session basis and times have been chosen to facilitate the normal working day of school and parents.

The sessions will include various activities from lego, dressing up, craft activities to the use of computers, TV and a CD player.

Our experienced and friendly staff will aim to provide fun and exciting activities. If you require any information please do not hesitate to contact the school.

See you soon

Corinne

School Medical Service

The school nurse works with parents and teachers to continue to monitor the health of children during their school years. The School Health Team, consisting of doctors and other therapists offers a comprehensive service to all children attending local authority schools.

All children are given a health questionnaire soon after entry to school, and parents/carers are invited to attend with their child for either a nurse interview or medical examination.

The school nurse checks hearing, eyesight, height and weight at school entry, and any other time at the request of parents or teachers. She is your point of contact with the School Health Service and is based at the Tyrell Hospital - 01271 855473. Please contact her if you have any concerns regarding your child's health at school.

Medicines

We are subject to strict regulations concerning medicines in school. Please refer to our separate Medicines in School Policy.

Homework

We have a Homework Policy, which is in line with government recommendations. The children are given mini projects to complete which develop their skills of research and allow them to demonstrate their artistic talents. The projects encourage parents to become involved in their child's education both at home and in the community. Homework is displayed in school at the end of each term with parents given the opportunity to attend Open Days.

Absences / Lateness

It is essential that all absences and lateness's be accounted for in writing, or that you personally contact the school and explain to either the administrative officer, the class teacher or the head teacher.

I must also inform you that each child is only allowed ten extra days holiday per year at the discretion of the Head Teacher before it is recorded and published as an unauthorised absence.

Ilfracombe Area Learning Community

The school is an active member of the Ilfracombe Area Learning Community; which is a forum for all schools in the Ilfracombe area.

GENERAL INFORMATION

Times of Sessions

Infants	9.00am - 12.15pm
Morning break	11:00am – 11:15am
Lunch	12.15pm - 1.30pm
	1.30pm – 3.30pm

<u>Juniors</u>	9.00am - 12.30pm
Morning break	11.15am – 11.30am
Lunch	12.30pm - 1.30pm
	1.30pm - 3.30pm

For reasons of safety, we ask that children do not arrive at school before 8.50am.

Playtimes

As a school, we have invested a substantial amount of money in providing playtime activities, and discourage children from bringing in their own toys.



Sweets are not allowed in the school but, as part of our Healthy School initiative, we suggest that if they want a mid-morning snack they bring in fruit or purchase it from our tuck shop at a cost of 15p.

The government provide the infants with free fruit at morning play.



Pre-School and Primary/Secondary Liaison

Our Reception teacher and Head Teacher visit Pre-school on a regular basis and new children are introduced to school gradually over a period of about 2 weeks. You as parents are also given an opportunity to visit the school and talk about your children individually .

In addition to this, we produce an information pack designed to answer most of the questions you may want to ask.

We also have a system in operation where we try to make your child's transition to Ilfracombe Media Arts College as smooth as possible.

When your child is at the stage of moving to secondary education, Ilfracombe Media Arts College provides opportunities for both children and parents to visit the school and discuss any points regarding this stage of their education.

During the academic year prior to children moving to College, you as parents are invited to attend college-based events.

Codes of Conduct

We have in place clear structures, understood by all, which are put into operation if problems arise. This often means early parental involvement, which we feel is essential in reaching a quick solution.

Our approach is one of making all the children feel positive about themselves, being aware of the rights and feelings of others, and of feeling secure and happy within our school.

In your welcoming pack you will find our full Codes of Conduct for your information.

Combe Martin Travel Plan

**DEVON
TRAVELWISE**

It's estimated parents taking their children to school make 1 in 5 car journeys in the mornings in the U.K. These journeys are usually 2 miles or less. The Government set aside in £50 million pounds in 2003 to finance initiatives which aim to get children out of the passenger seat and back on the buses, cycling or walking.

Combe Martin Primary drew up a travel plan so that children could travel to school safely and grants were made available to us to enable to have new cycle racks, lockers for year 6 to store their cycling helmets and books which encourage sporting activities. Year 6 are encouraged to take part in our cycle training during the summer term,

delivered by the Police and Road Safety awareness is part of the curriculum and allows the children to gain good life skills. Hangman Path now forms a safe route to school, as this links the school to ample car parking, (20 minutes free with admission slip) with kind permission from the Parish Council.

Walk To School Weeks are a national campaign, which we endeavour to take part in twice a year, allowing the children to be rewarded for their efforts.

At present we are trying to achieve a safe cycle route away from the busy High Street in an effort to keep our children safe. There are many benefits to our School Travel Plan, such as enjoying our environment we live in, social benefits and keeping ourselves healthy. We at Combe Martin Primary hope all parents/carers will help us achieve our aims.



Transport Policy

Devon County Council has a policy on the provision of School Transport. It provides, for example, for free school transport where a pupil of compulsory school age lives beyond the statutory distance from the school designated by the Local Education Authority to serve the home address. The statutory distance is defined as two miles for children up to eight years of age and three miles for those eight and over. To qualify, the statutory distance is measured by using the shortest available route between the home and the school.

Transport will also be provided if requested to pupils registered at a school that is nearest to their home where it is not the designated school and if beyond the walking distance and suited to the age, ability and aptitude of the child.

There are exceptions to this policy. Some pupils may be given free transport for special reasons when they live within the statutory distance- for example, on medical grounds.

It is a parental responsibility to arrange for children to travel in safety between the home and picking-up and setting-down points. They are also responsible for their children while they are waiting for transport and when they leave the transport at the end of the day.

Where the Authority is not obliged to provide transport it is a parental responsibility to make arrangements for and meet the costs of travel between home and school.

Where spare seats on the County Council's school transport vehicles or contractors' vehicles are available, children not entitled to free school transport on the purchase of a concessionary ticket may occupy these. Adequate warning will be given to parents should the concession need to be withdrawn.

If parents are unhappy about the way in which the policy has been applied, the Area Education Officer will be willing to discuss any concerns. An appeal procedure exists.

Admission Policy

The admission criteria for the 2009/10 academic year prioritises as follows:

- 1. Children living in the school's designated area with a sibling who will be attending the school at the time of admission.**
- 2. Other children living in the school's designated area.**
- 3. Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission**
- 4. Other children living outside the school's designated area.**

NB

- If it necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school along the shortest available walking route (i.e. the shorter distance, the higher priority), except that in the case of children below statutory school age in priority**

categories 1 and 2 only priority will be determined by date of birth (i.e. the earlier the date, the higher the priority).

- **Infants will have the right of admission to the linked Junior School, the First School pupils to the linked Middle School.**
- **Priority may be given to the admission of a child for whom a particular medical or social justification is demonstrated.**
- **Priority may be given to a child who is to be admitted to a designated SEN Support Centre at the school in question.**
- **The admission arrangements may be modified to meet the particular requirements of a trust deed.**
- **The school has a twice-yearly intake of under 5 year olds. Children born between 1st September and 28th February are eligible to be admitted to school in September, and children born between 1st March and 31st August are eligible to be admitted in January.**

Charging Policy

Combe Martin's policy on financing for educational visits and trips is that each event should be self-financing. Should this not be the case, then the event cannot be allowed to proceed.

Education Act Regulations: 1989

We are required to include the following information in this booklet:

- ♦ **The governors have adopted the Devon Curriculum Statement for Combe Martin School.**
- ♦ **We spend an average of 23 hours 30 minutes teaching each week, excluding breaks, registration and worship. This falls within the recommended time period suggested.**
- ♦ **The Education Authority has a complaints procedure, details of which can be obtained from the school, Area Education Office or from County Hall.**

If you wish to see the Devon Curriculum Statement, or any curriculum circulars, please contact the school.

SPECIAL NEEDS POLICY

Definition of Special Educational Needs

‘A learning difficulty which calls for special educational provision to be made for a child’

- 1. A child has difficulty in learning if s/he has a significantly greater learning difficulty than the majority of the same age.**
- 2. Have a disability – physical/mental, which prevents or hinders them from making use of educational facilities generally provided for children of the same age.**
- 3. Are under compulsory school age and fall within the above.**

SPECIAL EDUCATIONAL PROVISION means:

Provision which is additional to, or different from, the provision made generally for children of the same age.

PRINCIPLES

- **A child with special educational needs should have its needs met normally within mainstream schools.**
- **The views of the child should be sought**
- **Parents have a vital role to play in supporting their child’s education**

Children with Special Educational Needs should be offered full access to a broad, balanced and relevant education in line with the National Curriculum.

AIMS

- ❑ **Identify pupils with special educational needs as early as possible and to ensure their needs are met**
- ❑ **To maximize opportunities for pupils with special educational needs to join in with all activities of the school**
- ❑ **Ensure all pupils have equal access to a broad, balanced curriculum, differentiated to meet individual needs and abilities**
- ❑ **Encourage pupils to develop confidence and recognise value in their own contributions to their learning, giving them high self-esteem**

Encourage regular and effective communication between parents and school

- ❑ Encourage pupils to express their views and be fully involved in their learning
- ❑ Ensure parents are informed of their child's special educational needs and promote effective partnership to involve outside agencies when appropriate
- ❑ Ensure disabled pupils are not treated less favourably than their peers
- ❑ Make adjustments so that disabled pupils are not put at a substantial disadvantage
- ❑ The SENCo is responsible for the day to day operation of the special educational needs policy
- ❑ The governing body will make sure it makes appropriate provision for all pupils with special educational needs
- ❑ The Head teacher, governing body and SENCO will set targets and criteria for the success of the special educational needs policy
- ❑ The allocation of resources will be based on an annual audit of needs
- ❑ All staff are responsible for identifying pupils with special educational needs and the SENCO will work with staff to ensure that those pupils who need additional or different support are identified at an early age.

SCHOOL ACTION

- ❑ The progress made by all pupils will be regularly monitored and reviewed
- ❑ If a pupil is not making adequate progress, he or she will be identified as having special educational needs, unless additional/different action is taken. Additional support will be provided and will be monitored and reviewed
- ❑ Then in consultation with parents and teachers, and I.E.P. (Individual Education Plan) will be written by teacher in consultation with other staff members (copy to SENCo). (This may involve consultation and advice from external agencies).
- ❑ I.E.P.s will set detailed targets identifying
 - (a) short term targets set for child
 - (b) teaching strategies
 - (c) provision/help. Learning Support Assistants
 - (d) dates of reviews
 - (e) success criteria

- ❑ **I.E.P.s to be reviewed termly with SENCo / outcomes recorded / parents to participate fully**
- ❑ **Pupils who are identified as Able and Talented should have their needs met under this criteria**

SCHOOL ACTION PLUS

- ❖ **When a pupil is making insufficient progress, despite support and intervention at school action, further advice and support from outside professionals may be sought**
- ❖ **Pupils and parents will be fully involved and kept informed**
- ❖ **Some pupils may have statements of special educational needs in addition to regular reviews of I.E.P.s, their progress and support will be reviewed annually and a report provided for the Local Education Authority**
- ❖ **At all times a file of current information will be kept by the class teacher (e.g. Test results, assessments, targets, behaviour plans). The SENCo will keep past information and the Headteacher keeps records of behaviour intervention**

STAFFING

- **The SENCo will meet with learning Support Assistants and the management team half termly to identify intervention needs**
- **Learning Support Assistants' provision is reviewed termly**
- **Training, advice and support must be secured for all staff working in Special Educational Needs.**
- **The Special Needs governor and SENCo will meet half termly to discuss numbers on the special educational needs register, behaviour issues, year group weaknesses, financial resources, etc.).**
- **Funding from yearly Standards Fund should be used for staff training needs, and additional resources as recommended by the Educational Psychologist or other outside agencies, e.g. CDs for computers, specialist writing boards, PE support, counselling sessions.**

QUOTE - Warnock

'The purpose of Education is the same for all children – to enable them to enter the world after formal education as an active participant in society; capable of achieving as much independence as possible.'