SPECIAL EDUCATIONAL NEEDS - SEND OFFER

Support for your child at Bingham Primary School

SEND Information Report

The SEN Code of Practice (2014) requires all Local Authorities, Schools and Academies to provide access to the support they provide to their SEN pupils and parents.

Each Local Authority has a local offer which highlights the provision available and Information on support and services available. The Nottinghamshire's Local Offer can be found below:
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannelnew=9

In addition, each school must also devise a school offer, to provide support and information about SEN provision specific to the school. This report outlines Bingham's school offer.

Key Staff:

SENDCo – Miss Cook
Headteacher - Mrs Pask
Chair of Governors – Daran Bland

Introduction

Bingham works hard to provide a broad and balanced curriculum for all children. However, you know your child best and may feel that they need some additional help or support for some, or all of their time at school. This report is designed to inform you of the types of support available, who can help you and how support can be accessed.
A paper copy is available at the school office.

What is special educational needs and disability?

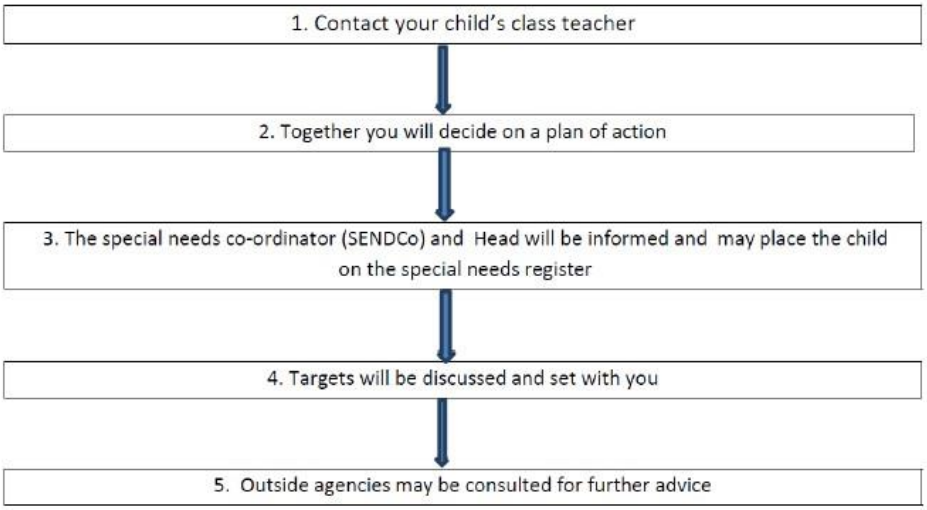
A special educational need (SEN) is a difficulty, difference or barrier that affects a child's ability to learn and access the curriculum. A disability is a longer-term health condition which causes a difficulty, difference or barrier to learning and/or accessing the curriculum.

The special needs and disabilities code of practice: 0-25 years states that:

'A child or young person has SEN if they have a learning difficulty of disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a

significantly greater difficulty in learning than the majority of others of the same age: OR
Has a disability which prevents or hinders him or her from making use of educational facilities of a

kind generally provided for others of the same age in mainstream schools or post 16 institutions.' What should I do if I think my child has special educational needs?



All children identified with an SEN and/or disability have full access to engage in activities available with children and young people in the school who do not have SEN. NB the above will take account of all Health/Safety and Risk Assessment etc.

How will the school respond to my concern as a parent?

- Initial concerns may be expressed at parent's evenings or on request, a meeting after school with the class teacher.
- Your concerns will then be discussed with the Head and SENDCo.
- A further meeting may then take place, or you will be informed of actions or support which may be implemented to address your concerns.
- Depending on the child's needs, outside agencies that support children with SEN and/ or disabilities may be requested to assess or observe the child within school. Or discussions with appropriate professionals may need to take place, for further advice and support. Where this may be needed, this would always be discussed with parents and consent obtained.
- A plan of action will be put together with you and your child, as well as any external agencies that may be involved. Specific targets will be set and then the agreed support will be implemented and monitored.
- The plan and targets will then be reviewed regularly with you and your child and targets adapted where necessary.

How will the school decide if my child needs extra support?

At this stage decisions can be based on formal or informal assessments

- If limited progress has been made it will show up on our tracking system which is regularly updated and monitored

- If concerns are raised by parent/carer, teacher or the child
- If concerns are raised through adult observations over a period of time from teachers, teaching assistants, midday supervisors or the SENDCo.
- If there is a sudden change in the child's behaviour that is causing concern
- If concerns are present that meet one or more of the 4 main areas of SEND needs, which are:
    - Communication and Interaction
    - Cognition and Learning
    - Social, emotional and mental health
    - Sensory, physical and medical

Early Years Foundation Stage (EYFS) How do we identify SEND?

Throughout a child's learning journey, a child may have a learning need. These may be identified by parents/carers, school staff or outside agencies working with the child. We encourage parents/carers to share information and concerns with us as early as possible.

We also use observation and assessment tracking systems to identify any possible concerns. We are committed to ensuring that all children in our Foundation Stage have access to learning opportunities. For those who are at risk of not making expected progress, we will implement programmes to support their needs. This does not mean that all disadvantaged learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

In our Foundation Stage we will include the child (where necessary), parents/carers, class teacher, Miss Cook (SENDCo) and Mrs Pask (Headteacher) to support and identify barriers to learning. We will gather evidence and arrange suitable intervention support. Also, we have access to various specialist services that can make further assessments and provide additional support: Miss Cook will coordinate these services on your behalf.

Each learner identified as having SEND in our Foundation Stage will receive support based on their individual needs, this is flexible and may change over time. It will be designed to support learning and also the child's well-being. A child's needs will be specifically targeted according to Development Matters and the Early Learning Goals. Targets will be reviewed at meetings with the class teacher and SENDCo, Parent's Evenings and Focus Child meetings. Children are predominantly taught in small groups according to their needs as part of our day to day practice and will be extended to support children with additional needs.

In Foundation Stage we use a range of programmes to support children's learning:

- Speech and Language Support
- Little Wandle Phonics
- Social Communication Programmes/Games

Appropriate training is assessed according to the needs of the children in The Foundation Stage.

What will the school do to support my child?

Your child's targets will be set by the class teacher and monitored by them. However, support may be given by a teaching assistant within the classroom. Your child will be supported through a graduated approach of Assess, Plan, Do, Review.

Assess

Through summative data from:

- Regular assessed pieces of writing
- STAR reading and maths tests
- Weekly spelling tests
- Termly maths assessments
- Agency assessments

Through informal methods:

- Observations over time within the classroom or playground
- Daily formative assessments
- Observations from outside agencies

Plan

- Differentiated tasks are set in lessons by the class teacher
- Additional scaffolds may be implemented to support lessons
- A 'Pupil support plan' may be created which sets out specific targets, using assessed information. Appropriate support is then implemented to support your child to meet the targets that have been set.
- Appropriate interventions may be planned linked to the specific needs assessed.

Do

A range of different strategies are used which might include:

- Additional classroom support by a teaching assistant
- Small group support within the classroom
- 1:1 support within or outside the classroom
- Agency support 1:1 or with a small group
- Specific teaching practices to support your child
- Specific or additional resources used to support your child's needs
- Use of technology to support learning, where appropriate
- Bespoke intervention packages may be implemented for a period of time

Review

- 'Pupil support plans' are generally reviewed three times a year with parents and pupils, however, if targets are fulfilled reviews will be held more frequently
- Parents evening is held three times a year to review progress and targets

- If further meetings are required, please feel free to contact your child's class teacher via Class Dojo or the school office

All meetings will review targets against progress, effective or non-effective strategies and the next steps for focus.

Who will support my child in school?

We have an experienced team of staff who may be involved in supporting your child. These include:

Who?	How and why?
Your child's class teacher	Will set tasks that are appropriate and accessible for your child Will be responsible for interventions that are set Will monitor the effectiveness of interventions Will provide additional scaffolds where required to adapt learning or the environment and make this accessible. Will liaise with the SENDCo for further advice.
Teaching Assistants who support all pupils in class	May provide 1:1 or small group work in class May provide 1:1 intervention outside the classroom, in or out of school time May provide bespoke support for pastoral or social/ emotional needs.
The SENDCo	Will complete referrals to agencies for more bespoke support. Will hold review meetings and complete relevant paperwork. Will monitor the effectiveness of interventions and support and advise staff on how to support pupils further in relation to their individual support plans. Will provide support and advice to parents on where further support could be accessed. Monitor the effectiveness of SEN provision within the setting, including updating of relevant policies, procedures and paperwork.
Midday supervisors	May provide support for monitoring or observing personal, social and emotional needs through playtimes and lunchtimes and discuss this with class teacher or SENDCo.
Additional agencies	May complete assessments or observations to assist with target setting. May provide specific programmes of support to be implemented within school, such as speech

	and language therapy programmes, specific learning programmes/ resources etc… Work 1:1 with pupils at times to provide support for meeting individual targets. May meet with parents to discuss concerns or next steps of support available from the agency. May also discuss findings from a report or assessment which has been completed.
Local Authority Support	Support for the school setting May be involved with annual reviews in particular and next steps of support
Local Trust Board	Oversee the SEN policy and provision. Discussions with the SENDCo and Head Teacher.
Volunteers	May hear readers within the class 1:1

Equipment:

If your child has any specialised equipment which needs to be stored at school, we have a specialised hygiene suite which is lockable and such items will be stored in this room. If your child has previously used specialist equipment in a previous setting, please inform the SENDCo during an initial meeting, so that we can look at how this may be used at Bingham to support your child's needs further.

What training and experience do staff have for the additional support my child needs?

First Aid

Some members of staff hold a valid First Aid Certificate. Miss Hart, Miss Cook, and Mrs Pask have a Paediatric First Aid Certificate. First Aid certificates are renewed in line with legal requirements.

Safeguarding

All staff have taken part in safeguarding training. Some may have additional experience in specific areas. There are 2 Designated Safeguarding Leads in school Mr Blankley-Woods and Mrs Pask. All staff have also had training on our online reporting system for safeguarding (CPOMS), which is also used to log any concerns for behaviour, emotional wellbeing etc…

Team Teach

Some members of staff are trained in Team Teach Methods. It involves being trained in de-escalation techniques. These include strategies to avoid physical contact, but also include training in the positive handling of pupils where this may be applicable for the child's safety or the safety of another person. The course is based on positive behaviour techniques, communication, and use of body language to manage behaviour. It works to support positive de-escalation of incidents and tries to support the needs being presented at the time. All incidents where positive handling has been used will be recorded.

Training in Specific needs

The SENDCo has completed a vast amount of training to support a range of special educational needs, including training for a range of physical and medical needs. The SENDCo has been trained to support staff and will lead some CPD sessions for staff. Our 'Family SENDCo' will also provide CPD opportunities, as well as other agencies and services within Nottinghamshire.

Some other members of staff across school have completed SEN CPD previously and have experience in specific needs such as speech and language, Autism etc…

At Bingham we will provide training opportunities every year for all staff, to ensure they have a range of knowledge and expertise to support children with a range of special educational needs, as well as medical needs.

National SENDCo Award

Miss Cook has the required qualification of 'The National Award for SEN Co-ordination (PGCert)'. She has worked for over 4 years as a SENDCo, working closely with children to support their special educational needs and working with all stakeholders to support pupils to achieve their targets. Miss Cook is very happy to discuss any concerns you may have and offer support and advice where possible or support you in sourcing the right support for you and your child.

What key agencies might be involved in supporting my child?

Agency	Support available
Educational Psychologist Service	Assessments for learning, personal, social and emotional needs and target setting for individual pupils needs Observations Working 1:1 with pupils through targeted sessions Support and advice for schools about other agencies who may be best placed to support a specific pupil's needs. Support and observations during the EHCP process
C + L Team	Assessment for learning difficulties or a specific learning need Observations to support with setting of cognitive and learning targets Supporting schools to implement programmes for specific needs, such as Dyslexia etc… Specialist advice, support and strategies for supporting learning needs or where pupils may be working well below age related expectations.
Speech and Language Therapy	Assessments of speech difficulties and language needs. Providing specific programmes of intervention and support for schools to implement. Blocks of therapy with a speech therapist.

C and I Team	Observations and/or advice to support children with social, communication difficulties, including those with Autism. Supporting schools to set appropriate targets and supporting communication needs specifically related to Autism
Early Years Support Team	Supporting children from Reception to Year 2. Supporting a range of needs within school settings and providing advice and strategies to support individuals' targets. Providing 'online surgeries' to offer advice to schools.
Sensory, Physical and Medical Team	Providing support for children who may have a visual/ hearing/multi-sensory impairment. Providing support for pupils with physical needs, mobility needs or who may be a wheelchair user. Support and advice for pupils with specific medical needs.
SEMH Team	Providing support, advice and training to schools Providing bespoke support for pupils with social, emotional and mental health needs Observations and 1:1 targeted work. Support in setting targets and providing strategies for supporting pupils who may be displaying behavioural concerns. Supporting children who may be at risk of exclusion from school or who may be 'school avoiding'.

Further support available

We can also make referrals to:

- Paediatricians
- Early Assessment Workers or the family service (to support with actions impacting on the child and family). This also includes support for attendance concerns, parenting programmes and/or support etc…
- Child and Adult Mental Health Service (CAMHs)
- Healthy Families Team (nurses/ health visitor support)

What support will be there for my child's emotional and social well-being?

Pastoral and Social Support:

- All members of staff build up strong relationships with children to support their social and emotional needs
- Members of staff, such as the class teacher, designated teaching assistants and SENDCo are readily available for pupils who wish to discuss issues and concerns
- A lunch club is available for those who find lunchtimes challenging
- Meet and greet at the classroom door to support children who may find transitions into school challenging

- All safeguarding and child protection issues are reported to Mrs Pask (Head Teacher/DDSL) or Reuben Blankley-Woods (Assistant Head/Lead DSL).
- We have a clear behaviour policy which is adhered to by all staff and regularly discussed with our pupils and referred to as 'Bingham Behaviours'. Positive praise will be used where children display and adhere to Bingham behaviours.
- Access to social and/or emotional interventions, as well as resources where applicable. An intervention may be delivered 1:1 or within a small group.
- Social stories may be used to help children understand how to manage their emotions or behaviour in certain situations i.e. anything they are anxious about or acceptable behaviour. These will be written by or created with the children.
- Feelings books may be used by individual children who find it difficult to express themselves orally.
- Lots of opportunities in place daily and weekly to celebrate pupil' achievements and build on their self-belief that they can achieve anything!

Medical Needs:

If your child has specific medical needs please contact the class teacher, SENDCo or Headteacher. If required, a detailed 'care plan' can be written through consultation with a school nurse/medical professional and parents, to inform and guide staff about the care required. Appropriate training will also be arranged to ensure staff are trained in the specific area of need required. Training has already taken place this year for Diabetes, Anaphylaxis and use of epi-pens within school.

Where necessary medicines can be administered by a named first aider (in the company of another member of staff) in agreement with the parent/carer. Medicines will only be administered in school if directed by a GP. A medicine administration form must be completed, and medicines are stored in a safe place, or in a medical fridge if required. Medication which needs to be with a child such as an inhaler, will be kept in the classes medical storage box, to allow for easy access. A medical bay is available in school when required.

Support for Behaviour:

If your child has specific difficulties regarding behaviour, they may require an individual behaviour plan. This will follow the 'Assess, Plan, Do, Review' process.

Assess

Your child will be observed within school by the class teacher, teaching assistants, SENDCo and/or where appropriate outside agencies, to understand your child's difficulties and identify the best ways to support them in school.

Plan

- Specific targets will be agreed with you and your child based on the observations that have been made.
- Strategies will be decided with you and your child as to how to best support your child with meeting their agreed targets.

Do

- The strategies will be put in place and all concerned will be informed of them to ensure your child is supported across school. The strategies will be monitored over a period of time, until the agreed review meeting. Outside agencies may become involved for a period of time, if this has been an agreed next step to support behaviour.

Review

- Progress will be reviewed against the target within 6 weeks, in a meeting with pupil, parents and adults involved. Outside agencies may be invited to attend if applicable.
- Next steps will be agreed and targets revised for continued support.

How will my child be involved in the SEND process and be able to contribute their views?

Termly review meetings:

Your child will be asked for their thoughts regarding:

- Their progress towards their targets
- What strategies they feel have worked well
- What they think they may need support with next

How will the curriculum be matched to my child's needs?

If your child has SEND, then they will require support that is 'additional to and different from' the rest of the class. For most of the time your child will be taught along with the rest of the class where a variety of different strategies will be used to support them. However, it could also include:

Use of different groupings:

- Pre-teaching of new topics or concepts 1:1 or in a small group
- Pre-teaching new vocabulary 1:1 or in a small group
- Mixed ability groups
- Mixed ages/ phases
- Same ability groups

Use of visual aids:

- Visual timetables, displayed in class and/ or individual timetables which may be needed
- Additional visual aids where applicable to meet individual pupils needs
- Displays- prompts and aids
- Working walls – modelling and reminders of key learning
- Word mats/ additional scaffolds to support learning

Use of talking partners:

- Sharing ideas

- Peer learning
- Buddies

Use of concrete apparatus:

- Practical equipment in mathematics
- Magnetic letters, sand etc for mark making, letters and words
- Objects to support understanding of new concepts

Use of drama:

- Hot seating
- Freeze framing
- Speaking and listening activities
- Filming or videoing

Use of ICT

- Laptops/iPads to record (as an alternative to writing)
- Laptops to improve typing skills
- Laptops/iPads to improve skills through educational games in phonics and mathematics
- Access to subscriptions or specific apps, including Numbots and Times Table Rock Stars.

Use of seating:

Careful positioning of pupils at the table and carpet, appropriate seating plan within all classrooms
Consideration of individual needs to ensure seating is appropriate to meet needs

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

Opportunity	Details	Frequency
Review meetings	Pupil Support Plans are reviewed with parents and pupils Educational Health Care plans are reviewed with parents and pupils annually.	3 times a year Once a year
Assessment or observation feedback (outside agencies)	Feedback is given for an assessed report or observation from an outside agency or SENDCo If reports coincide with review meetings, they will be discussed then	When appropriate
Parents Evening	Targets will be reviewed and progress discussed. Learning books will be available for you to see your child's work.	2-3 times a year

Class teacher feedback	If there are concerns or a celebration of success, you may be phoned or invited to a meeting	When appropriate
Home/school communication	If there are behaviour, medical or anxiety issues, a communication book may be sent home or parents will be communicated with via Class Dojo. Key messages or concerns from home can be passed to class teacher, to try to support your child's school day.	Daily or weekly as appropriate

Your child's teacher is usually available at the end of each day if you wish to speak to them.
Alternatively contact your child's teacher via Dojo or phone the office to request an appointment.
Please also phone the school office if you require a meeting or conversation with the SENDCo, to discuss any concerns that you may have.

How does the school know how well my child is doing?

Each child's progress is carefully checked every term and placed on our tracking system using data from tests, classroom work and observations. These include the following:

- The school tracking system
- Early learning goals – for pupils in the Foundation Stage
- Reading and spelling assessments
- Standardised assessments (which may be carried out by external agencies)
- Assessment for learning – carried out by the teacher, pupil self-assessment peer assessment
- Individual targets, written as feedback by the teacher

These help to identify areas of difficulty to target. If your child is struggling, they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is a legal document mentioned in the 'Children and Families Act 2014'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions and outcomes are required. A vast amount of evidence of the graduated approach is required to proceed with an application for an EHCP.

How will my child be included in activities outside the classroom including school trips?

- Educational visits are an integral part of the curriculum at Bingham. All pupils are included, with special needs being considered within individual risk assessments. If you have any concerns do not hesitate to contact the school

or you may be invited in for a meeting prior to an educational visit, to ensure your child's needs have been discussed in detail.

- All pupils are entitled to take part in clubs after school and are encouraged to do so. Some clubs will have a reserve list in place to allow more children to access the club at an alternative time.
- We have wrap around school care before and after school run by The Limes, which all pupils may attend. This is held in our Studio space. There is a separate booking system to access The Limes and to register your child, however we are happy to pass on contact details if required.

How accessible is the school environment?

- There is wheelchair access to the main building via the main entrance.
- There is also wheelchair access at each pupil entrance.
- There are 2 toilets adapted for disabled users.
- There is a hygiene suite available.
- There is a wheelchair storage near the main school office.
- Corridors are wide enough for wheelchair access.
- Wheelchair access is available within classrooms and to outside spaces around school, such as the playground.
- A disabled parking bay is available for easier access to the main school entrance.
- Access to changing facilities where required.

How accessible is the curriculum?

- Each classroom has their own set of iPads and access to laptops.
- Each classroom is equipped with a variety of mathematical equipment.
- Adaptions to resources are available based on need to support access to the curriculum or specific lessons
- Bespoke programmes or targets can be implemented to meet a child's specific need within the classroom. Suitable adaptations or differentiated approaches can be used to meet individual learning styles.

How will the school prepare and support my child to join the school?

Early Years Transition:

- The teachers visit feeder nurseries when possible. The SENDCo may also accompany the visit if there is concern for special educational needs shared.
- Parents are encouraged to look around school with their children.
- Visits can be arranged the term before starting.
- School receives and uses relevant paperwork to plan extra support if needed.
- Agencies already involved are consulted.
- Parents are given an opportunity to attend an information event before their child starts school.
- Settling in sessions are used to ensure that transition to school is good.

- Parent sessions/ workshops may be held once your child starts to explain specific support or programmes used so you can support your child further at home.

Transition between classes:

- Exchange of information between classes, including successful strategies.
- Time with the new teacher before the end of the summer term.
- Access to new classroom environment.
- Social stories and transition document to be sent home for both pupils and parents.
- Pupil passport completed to share with the new class teacher, detailing key information of how to support the pupil
- Extra lessons with the new teacher can be arranged if a pupil is particularly anxious.
- A parent evening in the Autumn term is held to discuss settling in and any concerns.
- Where possible, previous teacher may be able to check in initially at the start of the year to support the child to settle into their new class.

How will the school prepare and support my child to transfer to secondary school?

We understand that this is a daunting time for all pupils, but more so if your child has SEND needs.

We support you child by:

- Meetings are arranged with outreach services and SENDCo's from Secondary Schools for parents if required.
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCo's and Teaching Assistants visit pupils in school to provide them with additional information and meet them prior to any visits.
- Transition support packages are sometimes shared by secondary schools which can be distributed to pupils with SEND.
- Additional visits can be put into place to meet each child's individual needs.
- If your child has an Educational Health Care Plan, relevant outside agencies and the Secondary School SENDCo will be invited to the annual review prior to transition.

How can I be involved in supporting my child?

- At target setting reviews you will be asked to comment on progress and make suggestions for future targets.
- You will be asked to support your child in achieving these targets either through the normal homework route or with extra work that may be required.
- All parents are asked to hear their child read regularly, assist in learning spellings and times tables (for relevant year groups). Encouragement to access tasks or projects that may be set, including accessing TT rockstars.

Additionally, parents are encouraged and welcomed to support within school through:

- Hearing readers in spare time.
- Using their expertise in after school clubs.
- Joining us to celebrate success in activities, such as, assemblies, sports events, etc

If you are interested in volunteering as a reader, please speak to the Head Teacher.

Admissions:

For admissions regarding children with SEND please refer to our admissions policy. This can be found on our school website.

How can I access support for myself and my family?

Useful organisations	Organisation telephone/website/email
Nottingham County Council	https://www.nottinghamshire.gov.uk/
Information, Advice and Support Services Network	https://www.nottinghamshire.gov.uk/education/services-for-schools-and-education-providers/additional-needs
The Local Offer	https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannelnew=9
The National Autistic Society	http://www.autism.org.uk/
Independent Parental Special Education Advice	www.ipsea.org.uk
Young Minds Parent Helpline	0808 802 5544 www.youngminds.org.uk
KIDS	01522 542 937 www.kids.org.uk
Ask Us Nottinghamshire	https://www.autismlinks.co.uk/support-groups/group-support-east-midlands/nottingham-city-nottinghamshire-parent-partnership-service?region=East%20Midlands

Who can I contact for further information in school?

If you require any further help, please contact:

- Your child's class teacher
- The school office
- The SENDCo
- The Headteacher

Complaints Procedure:

If you feel that something is not going quite as you would like it to, that we are doing something that you are unhappy with, or not doing something that you feel we should, please tell us about it.

The first step:

Please arrange to discuss any concerns with your child's class teacher, or with the teacher concerned. We hope that most problems can be sorted out this way.

The second step:

If, after speaking to your child's teacher, you do not feel that your complaint has been properly dealt with, or if your concern is about the conduct of a particular teacher, then you should discuss the matter with that teacher's manager.

In our school this is the headteacher. In almost all cases we can sort things out satisfactorily in this way.

The third step:

You should make a formal written complaint to the headteacher, unless the complaint is about the conduct of the headteacher. You should then receive a written response.

Taking matters further:

If your complaint is about the conduct of the headteacher, or, if you are dissatisfied with the headteacher's response to your formal complaint letter, then you will need to contact the governors.

You should send written details of your complaint, with any correspondence and evidence to support your complaint, to the Clerk to the Local Trust Board at the school address. If, for some reason, you do not feel able to do so, you should contact the Clerk, via the school, who will record your complaint as a statement for you to sign.

The Local School Board (LSB) will consider your complaint and write to advise you of the outcome.

External Appeal:

The decision of the LSB is normally final; however, if you are dissatisfied with the response, you may be able to take your complaint to an external body by using the online School Complaints form. This can be accessed at:

Complain about a school: State schools - GOV.UK (www.gov.uk)

You should be aware that the Secretary of State for Education will usually only consider a complaint once the school's internal processes have been exhausted. For the Secretary of State to intervene in a matter, he would also need to be sure that:

- The school has acted or proposes to act unreasonably in the exercise or performance of its functions under certain legislation
- Or the school has failed to carry out a duty at all under certain legislation