



Over Hall Community School

"Be supported, feel supported – make a difference"

Special Educational Needs Policy



Cheshire Academies Trust
Inspiring hearts and minds

Equality and Diversity at Over Hall Community School.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

STAFF WITH RESPONSIBILITIES FOR SEN

The school SENDCo is Mrs. L. Ackerley, National Award for SEN (NASENCo award)

Contact via email admin@overhall.cheshire.sch.uk or 01606 663650.

The Trustee with responsibility for SEN: Mr. B. Barton

Headteacher : Mrs Claire Edgeley.

COMPLIANCE

This policy reflects the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014). This policy was created by the school's SENDCo with the SEN Governor in liaison with the headteacher and all staff.

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy and Working Together 2023
- Accessibility Plan
- Teachers Standards 2012

Over Hall Community School: **A school for All; make the best of everything.**

Our Aims: **Believe, Achieve, Inspire**

Over Hall Community School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

Every teacher at Over Hall Community School is a teacher of every child or young person, including those with SEND

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people...

Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

(Code of Practice 1.24 2014)

Safeguarding is taken very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all each other. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This policy is written in conjunction with the school's SEND information report and Cheshire West and Chester Council's SEND Local Offer. www.livewell.cheshirewestandchester.gov.uk

SECTION 2: AIMS

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and abilities
- To ensure the identification of all pupils requiring SEN provision as early as possible
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents/carers of SEN pupils are kept fully informed of their child's progress and attainment and are fully involved in the process
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

Some children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for these children takes account of the type and extent of the difficulty experienced by the child.

We are committed to raising the aspirations of and expectations for all pupils with SEN. We have introduced and are developing systems and procedures that provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives: (to achieve our aims we will)

- Identify need as early as possible and provide effective support.
- Work within the guidance of the 2014 Code of Practice.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice and continuing professional development and training for all staff working with special educational needs pupils
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
- Incorporate special educational needs procedures including Provision Maps and Pupil Profiles into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.

- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- Involve the Trustees and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Ensure transition from one setting to another for our children with SEN is smooth and consistent.
- Track, monitor and amend provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

(Code of Practice 2014 6.14)

The Code of Practice defines SEN as:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

(SEN Code of Practice 2014 6.15)

In Part 6.27 of the Code of Practice it clearly states that there are four clear areas of need:

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

These four broad areas give an overview of the range of needs that are planned for at Over Hall Community School.

Following the monitoring of pupil progress, class teachers, in consultation with SENDCo and Senior leaders are able to identify pupils who are making less than expected progress given their age and individual circumstances.

“This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline*
- fails to match or better the child’s previous rate of progress*
- fails to close the attainment gap between the child and their peers*
- widens the attainment gap “ (SEN Code of Practice 2014 6.17)*

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Over Hall Community School we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person.

We also consider other factors that may impact on progress and attainment that are **NOT** considered **SEN** and these may include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We also recognise that any concerns relating to child or young person’s behaviour should be described as an underlying response to a need which we as a provider will recognise and identify and not categorise as a SEN need itself.

PROCEDURES TO IDENTIFY SEN:

The Graduated Approach

“In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.”
(Code of Practice6.38)

- It is the role of the class teacher to deliver quality first teaching to all pupils including those with special educational needs.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The SEN Code of Practice sets out a graduated response to meeting children’s special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach of ASSESS – PLAN – REVIEW- DO.



Staff, Parents, and pupils consider the following criteria before implementing additional support:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child’s identified area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning
- Early Years staff use knowledge of the child as well as Early Years development.
- Termly pupil progress review meetings with the Head teacher, class teacher and support staff and SENDCo take place to review progress and appropriateness of provision. This informs provision mapping and the updating or identification of those pupils requiring additional support.

- Interventions may be offered as part of a personalised and individual approach. The teacher is the professional best placed to meet the needs of our children they will employ all the possible strategies in order to 'close the gap'.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support does not compensate for a lack of good quality teaching.
- Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.
- Parents will be informed at the earliest possible time that a child is not making expected progress. We communicate termly with parents informing them of a child's progress. Class teachers inform parents in the first instance. If further assessment is required then the SENCo may become involved. The class teacher is the main point of contact at all times.
- If a child continues to not make expected progress then further, more specialist assessments are undertaken by staff within the SEN team or external professionals.

The process of ASSESS – PLAN – DO – REVIEW is followed several times in order to fully understand a child's difficulties.

- ASSESS – Teacher assessments/Specialist assessments/ External agency advice
- PLAN – Teacher plans differentiated/personalised approach/applies appropriate interventions/liases and gets advice from SENDCo
- DO - Teacher implements differentiation/personalised approaches/teacher/TA class based interventions are employed
- REVIEW – Teacher/TA review of provision/SENDCo consults with teacher to advise on different strategies.

After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies e.g. Autism Team, Speech and Language Specialist, Paediatrician etc

Following consultation of all parties and having used high quality and accurate formative assessment, having used effective tools and early assessment materials, a decision may be made to place a child on the SEN Support Register.

SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

(Code of Practice 2014 6.36)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

ASSESS

- If concern is raised that a child is not making expected progress in line with the criteria previously mentioned the class teacher will carry out an assessment of the child's needs. The Class Teacher will seek advice of the school SENDCo at this point.
- If a teacher has carried out all assessments they possibly can then the SENDCo may assess the child for more specific difficulties.
- In some cases an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
- If a concern about a child is raised by a parent we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data.
- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals' opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents agree.

PLAN

- Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above
- All teachers and support staff who work with the pupil should be made aware of their needs.
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENDCo. External professionals will be encouraged to help train staff where appropriate e.g Autism Team, Educational Psychologists etc.
- The teacher with advice and support from the SENDCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.
- Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Termly meetings will be held to help inform parents and aid parental involvement.

DO

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- Pupil profiles (see below) will be used to monitor and track any child with an EHCP or SEN Support.
- Pupil Profiles will help a class teacher and SENDCo to track and monitor the 'outcomes' and progress of each individual child.

- The SENDCo will be monitoring the completion of these Pupil profiles and ensuring all staff are adequately meeting the needs of all SEN children.
- The SENDCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP or receiving SEN Support.
- The SENDCo will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review and high quality provision is in place for all our SEN children.
- The SENDCo will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met. (In line with LA funding policies that require our school to fund the first £6000 of support).
- The SENDCo will publish the schools SEN Information Report on the website and ensure it is kept up to date.

REVIEW

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- Where a pupil has an EHC plan, the local authority and school will review the plan as a minimum every twelve months. (Annual Review for EHCP or 'Top Up' funding)

Writing Pupil Profiles for children with EHCP/Statement or are on the SEN SUPPORT REGISTER:

Pupil Profiles are written and reviewed three times a year. Pupil profiles include:

- Three short-term targets per term addressing the key barriers to learning for the child.
- Information about the child's strengths and difficulties/barriers to learning.
- The teaching strategies to be used.
- The provision to be put into place - A provision map.
- Outcomes to be recorded when the Pupil Profile is reviewed.
- Details of any involvement from outside agencies, including recommendations and report dates.

Conducting PUPIL PROFILE Reviews

- There will be three opportunities a year for a Pupil Profile to be reviewed and discussed with parents.

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

(Code of Practice 2014 6.65)

- At the Pupil Profile review meeting the child's progress towards meeting the targets set is discussed and new targets identified.

Statutory Annual Reviews

For a child who has an Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her EHCP, at least annually. Annual Review Meetings are organised in school by the SENDCo.

The Annual Review Is In Four Parts:

- Collection and collation of information
- Annual Review Meeting.
- Head Teacher's/SENCO's report of the Annual Review Meeting.
- LA Review.

The statutory annual reviews are carried out in line with current guidelines from the Local Authority that has issued the Education Health Care Plan. The report generated from this review will be shared with all parties who attend and will advise of any change, amendment or ceasing of the Education Health Care plan.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- If a child who is on the SEN Support Register makes progress and 'closes the gap' in line with national and local expectations then a review meeting may be held in school to discuss a child being taken off the SEN Support Register.
- Parents will be included in any discussion and fully informed of the schools actions.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

"What is the Local Offer?"

*4.1 Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.*

4.2 The Local Offer has two key purposes:

- *To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and*
- *To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review "*

(Code of Practice 2014 4.1/4.2)

- The SENDCo will guide parents towards the LA local offer (Regulation 53, Part 4) www.livewell.cheshirewestandchester.gov.uk
- The SENDCo will ensure an up to date SEN Information Report is available on the school website [Click here to access Over Hall Community School Website](#).

- The SENDCo will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil. Agencies including: Child and Educational Psychology, school health, Speech and Language Service, Cheshire West Autism Service, Child and Adolescent Mental health Service.
- The schools admission arrangements are published on the website.
- The SENDCo and Headteacher ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATS) guidelines.
- Over Hall Community School has a robust transition plan, where new class teachers and current class teachers attend final pupil progress review meeting thus ensuring that the needs of children with SEN are consistently met. When transferring to another setting the SENDCo will meet with new school staff and provide a detailed handover. Enhanced transition is usually offered from Secondary settings for children with SEND.
- With regard to managing Pupils with Medical Needs please see the Policy on Managing Children with Medical Needs which is available on request from admin@overhall.cheshire.sch.uk

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and therefore the SEND Code of Practice (2014) is followed.
- A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

School should:

- Notify the Local Authority/Education Welfare Officer if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work.
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary.
- Facilitate liaison with peers through visits and videos if necessary.
- Ensure pupils have access to public examinations possibly as external candidates.

SECTION 8: MONITORING AND EVALUATION OF SEND

The school regularly monitors and evaluates the quality of provision of SEND.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(SEN Code of Practice 2014 xiii.)

- The progress and attainment of children with SEND occurs termly and is monitored by SENDCo at pupil progress review meetings.
- SENDCo monitors SEND Pupil profiles and class overviews to ensure provision is effective.
- The SENDCo is responsible for ensuring all staff receive relevant training.
- The SENDCo will complete an audit of Staff, SEN Pupils’ and Parents’ views once a year.
- The SENDCo meets with the SEN designated governor once a term to discuss current provision and ensure effective monitoring and evaluation occurs.
- An SEND Action Plan is produced annually, to monitor and evaluate SEND which feeds into the school development plan as necessary.

SECTION 9: TRAINING AND RESOURCES

- The SEN provision is funded by a Notional SEN Budget provided by CWAC based on a pre-determined formula.
- Some SEN funding is received to support pupils with Education and Health Care plans and Top Up funding. This funding is used to ensure the provision is in place to work towards the outcomes of the Education Health Care plan for relevant pupils.
- The staff audit helps to identify Staff training requirements.
- The SENDCo plans staff training in consultation with the Headteacher.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The school’s SENDCo regularly attends the Winsford Education Partnership (WEP) and CWAC SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- SEND updates are part of every Whole Staff, Senior Leadership Team, and Key Stage meeting.

“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. “

(Code of Practice 2014 6.4)

SECTION 10: ROLES AND RESPONSIBILITIES

Role of SEN Trustee

It is the statutory duty of the Trustees to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Trustee with particular responsibility for SEND is Mr B Barton.

SENDCo: Mrs Laura Ackerley (SLT, National Award SEN Co-ordination)

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring an appropriate budget allocation to meet SEND.
- Manages all SEND staff in collaboration with Head Teacher.
- Interpreting legal requirements for staff, parents and governors.
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEND.
- Maintenance of the SEND SEN Support register.
- Liaising with parents of children with SEND.
- Organising and delivering INSET training in order to meet the needs of staff.
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Overseeing the pupil profile, provision map and review process for both, EHCP and SEN Support Children.
- Reporting to Headteacher and Governing Body three times a year with a summary and update of SEN.

Safeguarding Lead: Mrs Anna Hopley, supported by Mrs Claire Edgeley and DDSL Mrs Laura Ackerley.

Safeguarding Trustee: Mrs Kath Shepherd

Staff responsible for managing Pupil Premium Grant: Mrs J Schuettke (please see relevant policy on our website)/

Staff responsible for Children in Care: Mrs L Ackerley.

Staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mrs A Day, Miss D Clewes and Mrs L Ackerley

SECTION 11: STORING AND MANAGING INFORMATION

- SEND Related Documents are secured stored on school server in cohort folders
- SEN children's files are stored in a lockable cupboard in SEN Intervention room,
- Please see the schools Policy on Information Management and Confidentiality policy.

SECTION 12: REVIEWING THE POLICY

This policy will be reviewed annually.

All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

SECTION 13: ACCESSIBILITY

- The school is aware that the DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Please refer to the Schools Accessibility Plan which we recognise is a Statutory Duty.

SECTION 14: DEALING WITH COMPLAINTS

The school's complaints procedure is outlined in a document on our website.

The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

SECTION 15: BULLYING

- Please refer to the schools' Bullying Policy, Safeguarding and Behaviour policy. (see website, or request a copy from admin@overhall.cheshire.sch.uk)
- We fully understand our duty to safeguard the needs of pupils with SENs, promote independence and build resilience in their learning
- Please also refer to our e-safety policy/guidance regarding cyber bullying.

Please contact the School SENDCo on:

01606 663650 or via the school office at admin@overhall.cheshire.sch.uk

Reviewed by Laura Ackerley SENDCo: September 2024