



SEND Information Report

September 2022

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Information regarding Copnor Primary School's current Special Educational Needs and Disability provision

Copnor Primary School SEND Information

What is the SEND Information Report?

The school SEND Information Report has been created to ensure that all parents and carers are able to find out about all the services, opportunities and access for children and young people with special educational needs and disabilities in their school. This means if your child needs to receive extra help with any aspect of their learning, you can find out what the school is able to offer through the website or you can ask for a copy at the school office.

What are Special Educational Needs and Disabilities (SEND) classed as?

The Children and Families Act 2014 defines when a child or young person has special educational needs (SEN). This is when they have either a learning difficulty or a disability and they need special educational provision to be made for them.

Equality Act 2010

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student or excluding them because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating

What type of Special Educational Need might my child have?

There are **four** main areas that cover Special Educational Needs. These are outlined in the 'SEN Code of Practice' (2015). These areas and their meanings are as follows:

1. Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction Skills:

- May have difficulties ignoring distractions and need reminders from adults to stay focused
- May need prompting to stay focused on tasks and may need personalised motivations (target cards, reward charts, etc) in order to complete activities
- May have challenges in attending whole class sessions and interactions with children and adults might not always be appropriate especially with peers
- May not be able to start or maintain a conversation

Understanding language (also called Receptive Language)

- Might require visual support to understand or process spoken language
- May need augmented communication systems such as British Sign Language -BSL, Picture Exchange Communication System – (PECS) and Makaton
- Frequent misunderstandings and therefore as a result, repetition of language and some basic language needs to be used to help their understanding

Spoken language (also called Expressive Language)

- Might use simple language and limited vocabulary. Ideas and conversations may be difficult to follow and might mean that the adult asks for further explanation
- Some immaturities in speech sound system
- Grammar and phonological awareness still fairly poor which can then create difficulties in literacy

2. Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- Understanding number
- Problem solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia

3. Social, Emotional and Mental Health

Children might have difficulties with their social and emotional well-being or their mental health. This may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issue with self-image
- Post-Traumatic Stress Related Disorders/Difficulties
- Developmental Trauma
- Low mood
- Loss and bereavement
- Difficulties with sleep/diet
- Self-harming behaviours

4. Sensory and/or Physical

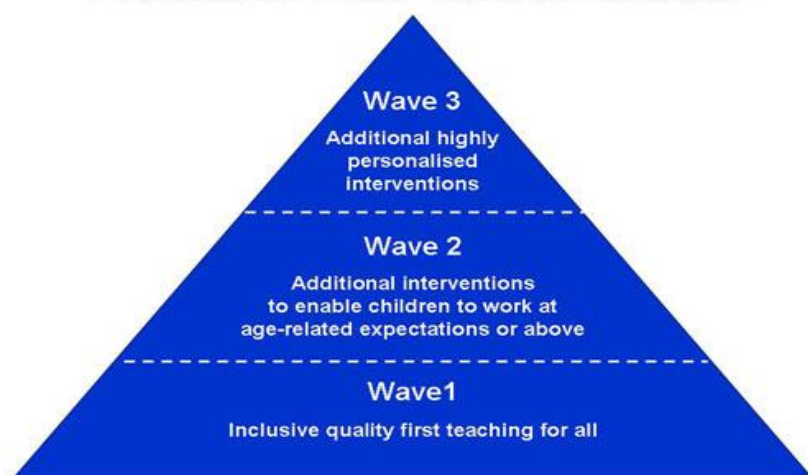
These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Sensory Processing Difficulties
- Toileting and self-care

What does intervention look like at Copnor Primary School?

The school provides a graduated response to each child dependent on the level of need. These are often referred to as 'waves of intervention.'

Waves of Intervention Model



Copnor Primary School provides support to children at all wave levels of intervention across the four areas of special educational need of communication and interaction, cognition and learning, social, mental and emotional health and sensory and/or physical. Please see the table below to view the school's current provision.

Communication and Interaction

Wave 1 – Whole School Approach	Wave 2 – Targeted Support	Wave 3 – Specialised intervention
<ul style="list-style-type: none"> • Teaching strategies with adapt to a variety of learning styles • 'Hooks' which interest the children at the beginning of a new topic – usually kinaesthetic or visual in nature (World War 2 shelters, Egyptian Museums, etc) • Topic vocabulary sent out at the start of topic to ensure children understand subject specific words • Clear, verbal instructions given across all classes • IT resources such as computers and tablets that ensure visual stimulus is provided to pupils • Visual class timetables in each classroom across the school • 'Oops' cards that identify unexpected changes in the school day • School trips relating to year group topics to put subject matter into real life contexts • Debates, drama and role-play 	<ul style="list-style-type: none"> • ELSA social skills in groups of 4-6. • Use of talking tins and easi-speak microphones for recording ideas • 'Circle of Friends' for pupils who feel isolated • Individual workstations for identified pupils • 25% extra time for identified pupils during assessment tasks • Narrative Skills group sessions • Clicker 8 software to aid engagement in writing 	<ul style="list-style-type: none"> • ELSA 1:1 sessions • Referral to Speech and Language Therapist (SALT) and 1:1 follow-up work from recommendations given • Application for Education, Health Care Plan if needed • 1:1 Speech and Language sessions • 1:1 support if recommended • Referral to Educational Psychologist (EP) and 1:1 follow-up work from recommendations given • Personalised social stories for individual concerns for pupils with Autism • Transition books for pupils with Autism or Social & Communication difficulties when changing year groups • TA acting as scribe for identified pupils when completing extended tasks or assessments • Individual communication books or e-mailing for identified pupils and their parents

- Individual checklists to aid organisational skills
- Socially Speaking/Time to Talk Programme
- Two Makaton trained members of staff – basic training (Stage 1 – 4)
- Use of Now/Next cards

Cognition and Learning

Wave 1 – Whole School Approach	Wave 2 – Targeted Support	Wave 3 – Specialised intervention
<ul style="list-style-type: none"> • Planned teaching strategies to meet varied learning styles • Clear assessment at the start of new learning to assess individual pupils' starting points (Assessment for Learning – AfL) • Guided/focus groups led by teachers and teaching assistants as well as opportunities for independent work • Clear learning intentions (LIs) and feedback marking given to pupils • Taught editing skills to review own learning and that of peers • Practical maths investigations encouraging the pupils to problem solve and use trial and error strategies 	<ul style="list-style-type: none"> • Differentiated tasks given • Additional handwriting groups • Additional phonics groups • Use of ACE dictionaries for pupils with Dyslexia • Story starters to help pupils begin their writing • Use of mind maps to organise thoughts • Talking tins and Easi-speak microphones • Word banks – differentiated at appropriate level • Pre-Teach offered to children to look at basic skills before lessons • Clicker 8 laptops used to support extended writing 	<ul style="list-style-type: none"> • Precision Teaching for Reading • SIDNEY – (Screening, Identification, Notably in the Early Years) • Referral for individual pupil support from Cliffdale Outreach • Referral to Educational Psychologist (EP) and 1:1 follow-up work from recommendations given • Personalised curriculum where appropriate • Hand gym • 1:1 targeted reading/spelling • Referral to Educational Psychologist Service & 1:1 tasks from actions given

<ul style="list-style-type: none"> • Science – children leading their own areas of investigations • Work scrutinies during staff and leadership meetings to ensure consistency and high standards within all year groups • Cutaway techniques for different ability groupings to maximise learning • Clear modelling of methods/tasks to ensure learning is made visual to all pupils • CPA (Concrete – Pictorial – Abstract) approach taken in maths lessons and where appropriate across other aspects of the curriculum • Practical equipment used across all areas of the curriculum, where appropriate. 	<ul style="list-style-type: none"> • Pupil conferencing to address misconceptions • Coloured overlays/books/line spacing for pupils with visual disturbance/ dyslexia 	<ul style="list-style-type: none"> • Application for Education, Health Care Plan, if needed • 1:1 support, if recommended • Individual checklists to aid organisational skills • Use of Clicker 8 laptops to assist with extended pieces of writing
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Sensory and /or Physical

Wave 1 – Whole School Approach	Wave 2 – Targeted Support	Wave 3 – Specialised Intervention
<ul style="list-style-type: none"> • Effective classroom management to ensure all pupils are the right place to learn • Opportunities to express own learning needs through PSHE curriculum • Pupils have access to all necessary equipment and resources 	<ul style="list-style-type: none"> • Observation by SENDCo to ensure provision for pupils is appropriate • Handwriting/ Hand Gym groups • Groupings and support for pupils needing reduced auditory stimuli and calm spaces to concentrate where appropriate 	<ul style="list-style-type: none"> • Referral to and regular reviews with Occupational Therapy (OT), Physiotherapy (PT), Hearing Impairment (HI) and Visual Impairment (VI) including 1:1 follow-up work from

<ul style="list-style-type: none"> • Use of working walls and aids in classroom • Adequate space for pupils in high traffic areas (shared areas/playground/hall) • Playground charters displayed regarding safe play around the school site • Regular reminders about staying safe including simple rules (walking on the left hand side of the stairs) • Appropriate first aid training for all members of staff (Epi-pen, Asthma, etc) 	<p>(dependent on school space)</p> <ul style="list-style-type: none"> • Appropriate training from specialist agencies regarding individual needs and support 	<p>recommendations given</p> <ul style="list-style-type: none"> • Support for individuals with School Nursing Service • Access to other specialist provisions when required • Assistive technology applied for where necessary • 1:1 support for pupils with Hearing Impairment during mental maths tests • Writing slopes, pencil grips, move n' sit cushions, wedges, sensory bands and specialist chairs provided where appropriate • Use of weighted blankets/snakes to reduced sensory overload • Individual review and support for identified pupils walking long distances on trips, PE sessions and playground facilities • 1:1 support where necessary • Individual TA support of pupils working in quieter areas to reduce anxieties around everyday classroom noise
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- levels, where appropriate
- Use of movement breaks
- Use of ear defenders to block noise for identified pupils
- Use of 'Bubble Room'

Social, Mental and Emotional Health

Wave 1 – Whole School Approach	Wave 2 – Targeted Support	Wave 3 – Specialised intervention
<ul style="list-style-type: none"> • Consistent whole school behaviour management (eg house points/traffic system) to ensure high expectations • Restorative approach given by staff to manage conflict • Higher Level Teaching Assistants (HLTAs) covering classes providing consistency • Weekly 'Golden Child' assemblies that give pupils a moral, social or cultural message to learn • Positive peer experiences; Year 3 sleepover, residential trips, etc • First two days of new school year focused on PSHE curriculum/UN Charter/Class contracts • Class circle time • Class merits/class treat/house points – earned by pupils collectively 	<ul style="list-style-type: none"> • Parent meetings with teacher and SENDCo or Pastoral Team • Emotional Literacy Support Sessions – (ELSA) social skills sessions • Positive daily attendance monitored by Attendance Officer • Walking Bus provided for children where there are difficulties in attending on time • 'Circle of Friends' for pupils who feel isolated • Timers for level of work expected within class • Legotherapy sessions • School Nurse drop-in service to cover a variety of additional needs from toileting to 	<ul style="list-style-type: none"> • 1:1 ELSA weekly sessions • Advice from Educational Psychology Service around individual need • Individual behaviour charts/target cards – personalised reward time for successes • Individual support and referral to school nursing service (medical concerns/non-attendance/family circumstances) • Support/reports to assist referrals to both Mental Health Support Team (MHST) or CAMHS (Child and Adolescent Mental Health Service) • Completion of Early Help Assessment (EHA) to identify any involvement

<ul style="list-style-type: none"> • Individual merit system for work and behaviour • School Council – encouraging pupil voice • Lunchtime buddies reducing negative behaviour • Staff led clubs throughout the school year • Growth Mindset strategies used to encourage resilience and motivation 	<p>loss and bereavement.</p> <ul style="list-style-type: none"> • MABS (Multi Agency Behaviour Support) drop in session for professionals and parents • Personalised, inclusive assessment tasks (extra time for identified children, regular rest periods for pupils with ADHD) • Lunchtime club (where Covid restrictions allow) provided for children who find the playground overwhelming 	<p>needed to meet the welfare of a child/ family</p> <ul style="list-style-type: none"> • Application for Education, Health Care Plan (EHCP) if needed • 1:1 support if recommended • Assistance for referral to Triple P Parenting Service • Bespoke parenting advice from Pastoral/Welfare staff • Individual Behaviour Plans (IBPs) identifying proactive and reactive strategies to support individual children • Individual Risk Assessment Plan • Reduced Timetables where appropriate • Use of 'Bubble Room' / ELSA rooms as identified calming spaces around the school. • 1:1 MABS Pupil Practitioner Support for identified children
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Current Outside Agency Involvement

Select and click (where appropriate) on the website images below to be redirected to the different outside agencies for further information.

Child and Adolescent Mental Health (CAMHS)



CAMHS has a variety of health professionals who can support children who have difficulties with their emotions and mental health. They can also work with families and carers. Referrals can generally be made through your own family doctor although school can also have, written appropriate supporting evidence to assist this referral.

<http://www.solentcamhs.nhs.uk>

Mental Health Support Team (MHST)



MHST helps families through early intervention. Its aim is to provide interventions to support those with mild to moderate needs whilst assisting with the promotion of good mental health and wellbeing.

Multi- Agency Behaviour Support Service (MABS)



The MABS team provide outreach support from The Harbour School Outreach service to help schools develop children's social, emotional and mental health skills.

Solent Psychology **(Educational Psychology Service)**



Copnor Primary use an Independent Educational Psychology Service. Pupils can be referred by the school SENDCo or Assistant SENDCo with agreement from parents/carers. Solent Psychology work with school staff and by assessing and observing individual pupils in order to recommend the best way forward to support the child needs.

School Nursing Service



Children with specific medical needs which may affect learning and attendance at school are currently supported by our school nurse, Caroline Brennan. Caroline helps and supports staff to action any medical requirements and write appropriate medical/health plans for children depending on their individual need.

Children's Therapy Service Team



The Children's Therapy Service Team works closely together to support children and young people who need specialist help from one or more of our therapy services. These include Physiotherapy, Occupational Therapy and Speech and Language Therapy. Schools can make referrals directly to this service to support individual pupils with parent/carer agreement.

Speech and Language Therapy



Occupational Therapy



Physiotherapy





Portsmouth SEND Information, Advice and Support Service (SENDIASS)

SENDIASS is a service available to parent/carers of children/young people with SEND. The support and advice provided is impartial, confidential and free. The service is statutory and is available to all Portsmouth parents, carers and young people. Their aim is to build partnerships between parents, carers, young people and the professional they are involved with. Their aim is to empower those parents/carers of children and young people with SEND so they can take an active and informed role in their child's education and development.

See link - <https://portsmouthsendiass.info>

Visual and Hearing Impairment Services



Specialist Teacher Advisors offer advice, support and sometimes direct teaching for those pupils who have hearing or visual difficulties. They will work closely with schools and give training where required in order to ensure pupils have the appropriate resources and support needed to enable full access to learning.

Commonly Asked Questions

How does the school know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- If the pupil is performing below age expected levels or against starting points and national age related expectations
- Concerns are raised by a parent or carer
- Concerns are raised through pupil progress meetings held between the teachers and Senior Leadership Team (SLT)
- Concerns raised by teacher/parent(s) in relation to their behaviour or self-esteem which is affecting their ability to learn
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against their individual starting points and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through our pupil progress review meetings with the class teachers and Senior Leadership Team. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child’s class teacher. If you require more information contact our Assistant Head and SENDCo, Miss Roberts or our Assistant SENDCo, Mrs McEwan. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. We also have a direct e-mail address that can be used if it is difficult for you to come in personally. This is send@copnorprimary.co.uk

How will Copnor Primary School staff support my child?

Miss Roberts will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

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

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

Regular progress meetings will monitor and track whether a child is making progress against age-related expectations and will also review whether we are 'narrowing the gap' (catching up to their peers or expected levels). Intervention programmes will also be tracked to ensure they are effective for groups of pupils/ individuals and adapted where necessary.

We also use ILPs (Individual Learning Plans) to set targets and review progress. We can use these targets to monitor pupil progress academically against national/age expected levels and update or adjust the ILP. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least twice a year (Parents Evenings) to discuss your child's needs, support and progress. For further information, Miss Roberts is available to discuss support in more detail. You are welcome any time to make an appointment to meet with either the class teacher or Miss Roberts/Mrs McEwan and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP) which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the relationship that is built between the adults in the class and their pupils who they communicate with on a daily basis. We also seek the voice of pupils through the School Council which has an open forum for any issues or viewpoints to be raised. Children may also be given the opportunity to express their views and feelings through interventions such as ELSA (Emotional Literacy Support Assistance). If your child has an EHC Plan, then their views will also be obtained before any meetings.

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

We are an inclusive school, we welcome and celebrate diversity. All staff believe that having self-esteem and good mental health is vitally important to a child's well-being. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDCo / Assistant SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has a team of ELSA Teaching Assistants (Emotional Literacy Support Assistant) who work under the direction of the SENDCo, with vulnerable children during the school day.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication or action is required to ensure a child's good health which may include medicine for long term conditions (asthma or diabetes) or a 'Care Plan' for life threatening conditions written under the direction of the School Nurse. School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

What specialist services and expertise are available at or accessed by Copnor Primary School?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: MABS (Multi-agency Behaviour Support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), MHSTs (Mental Health Support Team), Paediatricians, OT - Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Children's Social Care and Educational Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents or carers to pursue any kind of professional intervention.

What training have staff had or going to have?

As a staff we have regular training and updates of a variety of special educational needs, medication use and interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly. We also have seven fully trained ELSA's (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist.

All of our current TAs have had training in delivering reading, spelling / phonics and maths programmes. New TAs have a full induction programme to ensure that they are also able to support the pupils as quickly and effectively as they can.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What are the Governors responsibilities?

One Governor is responsible for SEND and Inclusion who regularly meets with the SENDCo and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Early Years, Key Stage One (KS1) and Upper Key Stage Two (KS2) are all situated on one floor and is wheelchair accessible with disabled toilets. Reasonable adjustments would need to be made for a pupil or adult to access Lower KS2. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

The school is able to liaise with EMAS (Ethnic Minority Achievement Service) who can at times assist us in supporting our families with English as an additional language.

How will Copnor Primary school prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties.

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting and staff from both schools will be invited to attend.

How are resources allocated and matched to children's special educational needs?

We ensure that all children who have SEND are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and pupils. If a child has behavioural difficulties, a Pastoral Support Plan (PSP) will be written alongside the child and parents and possible MABS (Multi-Agency Behaviour Support Service) to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the Attendance Officer, Mrs Bailey. Lateness and absence are recorded and reported to the Headteacher. Good attendance is actively encouraged throughout the school and rewarded on a termly basis.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the Assistant Head and SENCo (Miss Roberts).

There is also plenty of information which can be of help from the Portsmouth Local Offer. This has signposts to a variety of information or services that are available within the city. Please follow this link - <https://portsmouthlocaloffer.org>

What should you do if you feel that the SEND provision is not being delivered or is not meeting your child's needs?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Miss Roberts, our Assistant Head and SENDCo, or Mr Johnson, our Headteacher.

You can also contact our Special Educational Needs Governor, Rachel Stewart or ask for a copy of the school's Complaints Procedure if you wish your concerns to be addressed more formally.

In addition to this, you may also wish to contact the SEND Team at Portsmouth City Council or the Portsmouth SEND Information and Advice Support Service (SENDIASS)
<https://portsmouthsendiass.info>

Who should I contact if I am considering whether my child should join Copnor Primary School?

In this instance you can contact the school Admin office to arrange a meeting with our Assistant Head and SENDCo, Miss Roberts or the Headteacher, Mr Johnson or to discuss how the school could meet your child's needs.

How is the SEND Information Report reviewed?

This SEND Information Report will be reviewed annually to reflect the changing needs of the children in our school. We welcome and appreciate the views of parents and encourage new ideas if there is anything parents feel should be included.