

SEN Information Report

School Name

St Nicholas CE (VA) Primary School

Date written (month and year)

March 2023

Review due (at least annually)

March 2024

SEN at St Nicholas CE (VA) Primary School

St Nicholas' CE (VA) Primary School is committed to creating a loving, nurturing community where life can be lived harmoniously together in safety, and where all involved in our school are able to learn, achieve and grow together. We are an inclusive school and make adjustments to our teaching and learning to ensure that children with special educational needs and /or have a disability (SEN/D) are able to achieve as well as others in our school. At St Nicholas CE (VA) Primary School we strongly believe, that every child, irrespective of religious faith or no faith, ethnicity, gender identity, individual needs, age, sexual orientation or socio-economic background, has a right to an equal access to a broad and balanced curriculum.

St Nicholas' CE (VA) Primary School's core values are encapsulated in our vision statement:



Learn, achieve, grow: together

This report sets out the information about the provision for children and young people with special educational needs (SEN) and/or a disability (D) within our school.

A child may be described as having a special educational needs if:

- he/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/her from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010).

St Nicholas' CE (VA) Primary School provides support to children with special educational needs within the four categories detailed in the SEND code of practice:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. 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.

Cognition and Learning

Learning difficulties cover a wide range of needs and a severity of needs. Some children may have a specific learning difficulty such as dyslexia, dyspraxia, dyscalculia and dysgraphia, while other children may have a significant difficulty to participate in curriculum work and need consistent support throughout school.

Social, Emotional and Mental Health

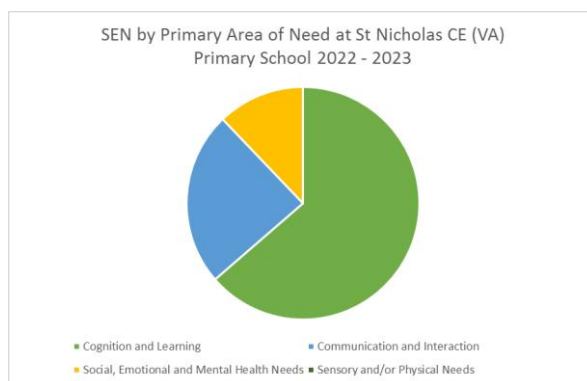
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical

This area of need includes children who have a condition which impacts physical functioning. Some of these children may be able to access the curriculum without additional support and may not have a special educational need; others this will have a significant impact on their accessibility to school (Please see our Accessibility Plan for further information). This includes children who need adaptations to access the curriculum due to partial sight or blindness, hearing loss or deafness or a combination of visual and hearing difficulties.

At St Nicholas CE (VA) Primary School, we have 143 children attending the school. The current percentage of pupils with SEND is 23% which is above the national average (12.6%). The chart below illustrates the kinds of special educational needs that we at St Nicholas CE (VA) Primary School are currently providing for. This represents the children's primary needs and it must be noted that children may have additional needs as well.



Our SEND Team

Mrs Sarah Waddington is our Special Educational Needs Coordinator (SENCo). She is an experienced class teacher and senior leader who is currently applying and working towards obtaining the National Award for SEN Co-ordination. As SENCo she has responsibility for the following:

- Managing the day-to-day operation of the policy.
- Co-ordinating provision and managing the response to children's needs.

- Overseeing the records of children with SEND.
- Acting as a link with parents and external agencies.

Our SENCo can be contacted via the school office on 01980 610401 or via email: senco@stnicholas.wilts.sch.uk

St Nicholas CE (VA) Primary School has one qualified Emotional Literacy Support Advisor (ELSA) – Mrs Sally Irwin.

We also have a team of Teaching Assistants:

Mrs Jane Dyer
 Mrs Donna Kerley
 Mrs Clare Brown
 Ms Lois Portwain
 Mrs Vicky Trowern

Our SEN link governor is Mrs Isabel Holtby. She can be contacted via the school office or email clerk@stnicholas.wilts.sch.uk

As ‘all leaders are leaders of SEN’ our Headteacher Mrs Lucy Hill, also supports and works closely alongside the SEND team. She can be contacted via the school office or via email on head@stnicholas.wilts.sch.uk

How do we identify and support children with SEN?

All children at St Nicholas CE (VA) Primary School are carefully monitored and supported throughout their time in the school. We are committed to identifying any barriers to learning your child may have as early as possible to ensure that we can put into place any support and provision they may need. We have rigorous monitoring in place which tracks the progress all children make. We regularly analyse assessment data through termly pupil progress meetings and identify those children who are not making expected progress and may need additional support. If a child is making slow or less than expected progress, this does not necessarily mean that a child has a Special Educational Need. There may be other reasons such as family circumstances or attendance that can affect a child’s learning. If teachers have any concerns regarding a child in their class, they will initially discuss these concerns with you and also with the Special Educational Needs Coordinator (SENCo.) The child will then be placed on the schools monitoring register.

St Nicholas Primary School follows the SEN Code of Practice (2014) and uses the Wiltshire Graduated Response (WGRSS) document to identify, assess and monitor a child’s special educational needs. In line with the new SEN Code of Practice, St Nicholas adopts the ‘Assess, Plan, Do Review’ approach for monitoring and SEN support children.

Assess: The class teacher will carry out a clear analysis of the child’s needs.

Plan: Our rich and exciting curriculum supports the learning needs of all pupils. High Quality Teaching is a first response to meeting the needs of all children. The teacher, parent and pupil, will agree individual outcomes and SMART targets and what adjustments, support and interventions will be put in place. This information will be set out in a support plan. These are written and shared with parents 3 x a year. They will also include how best to support the child at home and at school.

Do: The class teacher will remain responsible for working with the child on a daily basis and support them in meeting their targets. Where interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the progress of the child and liaise closely with all staff involved.

Review: A child's support plan is reviewed regularly and new targets or adjustments made. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development. Any interventions undertaken with individuals or groups are monitored closely and regular feedback given to the class teacher and SENCo to ensure the maximum impact of such interventions.

If a child has followed two full cycles of Assess, Plan, Do, Review and are still not making adequate progress, academically or socially, despite high quality teaching and short term interventions, then they may be identified as having a Special Educational Need and require SEN support. At this point you will be formally notified by letter.

Inadequate progress is defined in the SEND Code of Practice: 0-25 years (p84) as 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

If at the review stage, a child is still not achieving outcomes or making adequate progress we may seek additional help from specialist services. This may be a member of the Wiltshire SEN Support Team, the Speech and Language Therapy service, the Educational Psychology Service, Occupational Therapy, School nurse etc.

Children identified as having a high level of special educational needs (e.g. the child has an EHC Plan), will have 3 review meetings and an annual review meeting. We listen to what parents/ carers and professionals tell us about the child and use this information to make sure everyone who works with a child understands their needs.

For further information please read our SEN Policy found on our website.

How do we involve parents of children with SEN in their child's learning ?

We offer an open-door policy, which means that we encourage you to talk to us about your concerns, worries and the successes your child is having. Your first point of call will always be your child's class teacher. Teachers are happy to arrange longer meetings if they are needed. Please contact the school office on office@stnicholas.wilts.sch.uk to arrange a mutually agreeable time. In meetings, staff will be able to offer ideas about how you can support your child's learning at home.

There are two parents' evening consultations throughout the year in which your child's progress, targets and achievements are discussed, as well as ways in which parents are able to support their child's progress at home. Parents of children with SEN will always be given a longer appointment time during these evenings as well as an additional meeting in April.

We hold SEN Coffee Afternoons three times a year where you are welcome to come and speak with the SENCo and find out further information about how parents can support their children i.e. Parent Dyslexia Workshops. We hold open afternoons termly for parents to visit classes and see their child's learning. Members of staff and external agencies have run parents' support workshops, e.g. well-being awareness, phonics and maths.

Parents are invited to be part of a focus group to discuss SEN across our school which meets twice yearly to review the SEN information report and the SEN Policy.

Our Governing body also includes parent governors and we also have a very active P.T.A. If you would like to be involved please contact the school office about this.

How do we involve children with SEN in planning their learning?

We understand how important it is that pupil voice is heard and we have many ways in which we can consult children with SEN, including:

- Every support plan has a One Page Profile which the children are invited to add/make changes to annually including: things that are important to them, their hopes and aspirations for the future, what they find difficult and how best to support them. This forms the starting point of discussions with new teachers and anyone else who might work with your child. Parents are also invited to contribute to this as well.
- Children with special educational needs are also involved in reviewing their learning targets. Their new learning targets are shared with them and wherever possible children are encouraged to help to decide what their targets should be.
- Class teachers and/or teaching assistants regularly discuss children's general progress during lesson times and are aware of targets that have been set for them. We also encourage parents to work with the child to support the targets being met at home as well as in school.

How will the school know how well my child is learning (progress towards outcomes)?

Class teachers will regularly review each personalised support plan and the outcomes set out within. They will ensure progress is being made to meet the targets set (using their Class Provision Map) and ensure any changes that need to be made are undertaken. They will formally review these targets 3 times a year with the involvement of parents at review meetings. These review meetings will take place during parent consultation meetings in October and January and an additional meeting will be held in April.

Children with an EHCP plan will have their outcomes broken down into smaller targets which the class teacher will assess progress against at the same time as detailed in the paragraph above. On top of this they will have an Annual Review meeting which will focus on progress towards their outcomes and what changes may be required to the support being provided. These Annual Review Meetings will include parents, school representatives, the child, Local Authority SEN Officer (when required) and possibly representatives from health and social care.

How do we help children when they move to a new school, or move into our school?

The Reception class teacher will visit your child in their current educational setting so that they can get to know each other before they start. The pre-school children are invited to events in school, so that they become more familiar with the surroundings. They are invited to attend sessions in the summer term before they start. If your child has SEN/D, we encourage you to arrange a meeting (via the school office) with the teacher and SENCo before they start to discuss provision and any special arrangements needed.

For our new starters who join the school in different year groups to Reception class, we offer a day where the children are able to visit before joining the school where they will have the opportunity to meet their new class teacher and class. They will be assigned a buddy and will have some tasks to complete during the day (led by their buddy).

As the children move from one class to the next they will have a 'Bump Up Afternoon' in their new class, to meet the teacher and for them to ask any questions about what will be coming up for them in the next year. The SENCo and the class teachers meet and pass on information to about all the pupils in their class to aid the transition for all pupils.

Children with SEND may have social stories and books prepared to support them during the holiday as a reminder of any changes in the coming year.

Finally, when the children move onto their secondary school they have special transition taster days, in which they visit their new school with all the other children from different schools. Before the children attend their new school, staff from both schools will liaise to ensure a smooth and happy transition for all pupils. The secondary schools offer open days and open evenings for parents helping to support their child to make this next step in their school life.

For any children with an Education Health Care Plan extra provision will be supported and arranged with the parents through the review process. Children can be offered personalised transition packages, such as extra visits to their new school supervised by Teaching Assistants and/or the SENCo.

What is our approach to teaching children with SEN?

St Nicholas C of E (VA) Primary School firmly believes in the effective inclusion of all pupils in high quality every day teaching, with teachers working effectively with teaching assistants within small class sizes. We value the abilities and achievements of all of our pupils, and are committed to providing the best possible learning environment for every child. Our Global Explorer Curriculum has been carefully planned to allow children to have a broad and balanced curriculum and our six big ideas allow all children to grow and develop (as well as being celebrated) in all areas. We believe that the most effective learning takes place when children are happy and confident and so we aim to create a positive and supportive environment for all pupils without exception. We aim to complement high quality teaching with carefully selected small group and one-to-one interventions, which are carefully planned to meet the needs of individual children. Interventions may take place within and/or outside the classroom.

Within their inclusive high quality teaching, our teachers aim to use:

Explicit instructions - using worked examples with the teacher modelling self-regulation and thought processes to support children in their learning.

Flexible grouping - when pupils are allocated to smaller groups based on their individual needs, such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Cognitive and metacognitive strategies - in order to help pupils plan, monitor and evaluate their learning. For example the use of checklists, task cards to help reduce distractions to avoid overloading working memory.

Scaffolding - the use of scaffolded materials such as writing frames, sentence starters as well as visual reminders for what may be required for the lesson.

Technology - the use of laptops, iPads, talking tins, visualizers, screen mirroring to model worked examples.

High quality inclusive teaching should reduce the need for additional intervention but it is likely that some children will require high quality, targeted, structured interventions to make progress. These interventions are carefully selected through identification and assessment of need and complement high quality teaching. Within our carefully selected small group and one-to-one interventions, we have a focus on reading. We believe that 'reading unlocks the curriculum' and so we offer extended hours to the school day (8:30-8:50) to children for targeted interventions to support children's reading. Phonics is also grouped to ensure best possible outcomes for the children. We also have a comprehensive range of intervention programmes for children who do need extra support such as SPARK Developmental and Co-ordination Resource Programme (OT), Emotional Literacy Support (ELSA), Toe by Toe, Stareway to Spelling, Precision Teaching and Touch Typing. We also work alongside Speech and Language therapists to deliver targeted support programmes on a one to one basis as well using resources from the Wiltshire Early Screen for Dyslexia programme.

What adaptations are made to the curriculum and learning environment for children with SEN?

At St Nicholas CE (VA) Primary School we aim to ensure all children participate in school life regardless of their needs. In order to achieve this teachers make reasonable adjustments to adapt the curriculum and learning environment to meet the needs of the individual child.

Examples of how this is done can be seen below:

- Specially designed visual prompts to foster independence.
- Pre-teaching content or vocabulary.
- Over-learning topics and using multisensory techniques.
- Presenting information in a variety of ways e.g. visual and auditory.

- Providing equipment for children with sensory/motor difficulties e.g. fiddle toys, wobble cushions, writing slopes, spots to sit on.
- Use of alternative ways of recording work e.g. talking tins, word processing, mind maps.
- Providing coloured overlays for children.
- Providing a quiet distraction free room for SEN interventions.
- For children who are feeling emotionally vulnerable providing a quiet time out of class in our specially designated room 'The Nest'

Please also see the Accessibility Plan (found on our website) to read how we increase the extent to which pupils with a disability can participate in the curriculum, how we improve the physical environment of schools to increase the extent to which pupils with a disability can take advantage of their education and associated services and how we improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

How do we ensure that our staff are trained to support children and young people with SEN?

The school SENCo, Mrs Sarah Waddington regularly attends courses and SEND training run by the local authority. Recent SENCo training includes: Team Teach, Precision Teaching, Bereavement Training, Mental Health and Wellbeing Lead training.

All school staff including teaching assistants receive training on various aspects of SEN. A rolling programme of training is in place. Examples of this include workshops on using the WESforD delivered by the SSENS team. We have one ELSA (Emotional Literacy Support Assistant) trained TA in addition to other TAs who have attended training on a variety of aspects such as precision teaching and phonics teaching. We are supported by the SALT team and our TA will attend therapy blocks with the child in order to deliver SALT effectively to pupils receiving this intervention.

Where a child has a medical need, relevant staff are trained to meet those needs e.g. epilepsy, diabetes, use of epipens etc.

How is equipment and facilities to support children and young people with special educational needs secured?

The school budget received from the Local Authority includes money for supporting pupils with SEN. The Head teacher, in consultation with the SENCo and school governors, decides on the budget for SEND based on the current needs of the pupils in school.

The SEN budget is allocated in the most appropriate way to support children with SEN. This might include:

- additional adults to support learning (particularly in core subjects);
- purchasing external expertise;
- staff training to support specific need;
- reasonable adjustments to premises to support specific need
- purchasing specialist resources and equipment.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

At St Nicholas CE (VA) Primary School we regularly review the provision for children with SEN through the following ways:

- A whole school monitoring program is followed including learning walks, pupil voice questionnaires and planning looks.
- Focus groups meetings with parents twice a year.
- Interventions are reviewed by Class Teachers termly through Class Provision Maps. These are changed and adapted where necessary.

- Pupil Progress Meetings are held three times a year with Senior Leaders including Maths and English Subject Leaders.
- Termly meetings are held between the SENCo and the SEN Governor.

How will your child be supported in activities outside of the classroom?

All children are included in activities and trips following risk assessment where appropriate and in accordance with duties under the Equalities Act 2010. We operate a fully inclusive school and extra-curricular clubs (such as After School Club/ District Sports Clubs) are open to all. All classes regularly take part in trips and are visited by a variety of different visitors (such as Dance Teachers, Music Teachers, The Bridge Project) some who visit the school weekly. Children with SEN may sometimes require additional support and their needs will be looked at individually to assess how this is achieved.



At play and lunchtimes we have a group of Year 6 children 'Play Leaders' who actively encourage play between children and we have an additional adult on duty each day to support and model play with children who may require this support.

Children with SEN are actively encouraged to take on roles of responsibility and hold positions such as being on the School Council, a Collective Worship Team members, Playground Friends, Play Leaders, Eco warriors, and Librarians.

How will your child's mental wellbeing and social skills be supported?

At St Nicholas CE (VA) Primary School we have a variety of pastoral support available for children.

Each child has access to their class teacher during registration time and weekly PSHE lessons are taught using the Jigsaw scheme. Using the termly PSHE assessment, we are able to identify quickly, children who may require additional support in their mental wellbeing or social skills and targets will be drawn up between the SENCo and the Class Teacher. These targets will then be reviewed during two 6 - 8 week cycles and if further action is required then children may be referred for some targeted ELSA sessions with our qualified ELSA. At times, further support may be required more immediately and we may request additional support from outside agencies such as Barnardo's Healthy Minds or the School Nurse.

As a school we always take any reports of bullying seriously. Any bullying is addressed through quick, swift intervention. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying. We provide support for the bullied pupil and make sure we provide support to the pupil(s) who have been involved in the bullying.

Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler, Bullying in Schools: How Successful Can Interventions Be? (2007). At St Nicholas CE (VA) Primary School we encourage the bystander to get involved and not just watch and collude, to report incidents or support someone getting bullied. We do this through anti bullying worships and the use of Playground Friends (Year 5 children) who are always on the playground and are easily identifiable by their yellow caps. Their role includes reporting bullying but also to provide support for anyone that feels bullied by, listening to children if they feel worried or concerned, ensuring any issues or concerns are reported to the class teacher, making sure that everyone acts as part of a team and ensuring that no child is alone at break/lunch times. We also have a child friendly anti bullying policy which is shared annually with the children.

Ways of reporting bullying:

If any child witnesses bullying or they feel they are being bullied they can tell any member of staff, who will pass the information to the class teacher to be dealt with promptly.

The child concerned or a witness can report the incident to a Playground Friend and ask them to support them
Parents and carers can report any concerns about bullying to the class teacher or phone the school on 01980 610401.

In order to continue to promote positive mental wellbeing we take part in Children's Mental Health Week annually and in events such as 'Dress to Express Days' where children are encouraged to be themselves.

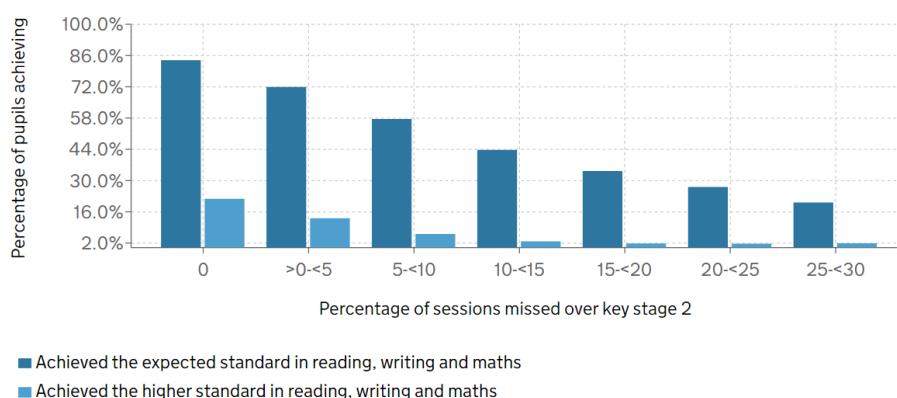


Dress to Express Day 2023

The 'Behaviour Policy' describes the high standards of behaviour and conduct expected in school. In each class and around the school 'Golden Rules' are shared and displayed. These are also discussed during whole school worships and underpin the school's Christian ethos and values. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, specific strategies may be used to support targeted children to stay on task and focus on their learning, including the use of risk assessments.

Attendance is monitored regularly to ensure that children are in school and learning so that they are able to achieve their best. The graph below shows how attendance can impact on children's outcomes at the end of KS2. In order to encourage attendance we include it in our 'brick wall' behaviour charts to encourage children and families to see the importance in arriving to school on time and being in school. If a child's attendance reaches 90% parents receive a letter from the Headteacher informing the parents and offering a meeting to work together to ensure the attendance is improved. For further details on attendance, please see our Attendance Policy on the website.

Figure 2: Overall attainment in reading, writing and maths at the end of KS2 by percentage of sessions missed over KS2



What specialist support does the school access?

Sometimes we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisation, in meeting children's SEN needs and supporting their families.

This may include:

- School Nurse
- Integrated Therapies e.g. Occupational Therapy and/or Physiotherapy
- Neurodevelopmental assessment (e.g. Suspected Autism or ADHD)
- Speech & language therapy
- Education Psychologists
- Cognition and Learning Solution Surgeries
- Communication and Interaction Solution Surgeries
- Tripe P Parenting
- Social workers
- Barnardo's Healthy Minds
- Young Carers
- Behaviour Support Service



Our school's SEND information report is provided as part of Wiltshire's Local Offer. This is information published by the Local Authority, about services that are available for children and young people with special educational needs and/or disabilities aged 0-25.

Further details of the Local Offer from Wiltshire County Council can be found at <https://localoffer.wiltshire.gov.uk>

Wiltshire LOCAL OFFER

What should I do if I'm not happy with the support for my child?

We hope that you will be happy with the support given to your child, however if you have any questions or concerns these should be able to be answered by your child's class teacher at Parent Consultations or by arranging an appointment to speak to them at a mutually convenient time. If your child's needs are complex it might also be advisable to have our SENCO at this meeting.

If you are unhappy with information or support provided by the school and feel that this has not been addressed by our SENCO, in the first instance, then you should arrange an appointment with the Headteacher, Mrs Hill.

Where can I get information and advice from?

If you would like any further information or advice please speak to your child's class teacher in the first instance. If required parents are always welcome to have a meeting with the SENCO. There are also many other support organisations who you may wish to contact for further advice and support for your child and yourselves as parents including:

South Wiltshire Mencap	Mencap exists to promote, represent and campaign for the rights and interests of people with learning difficulties.	www.southwiltsmencap.org.uk
MIND	Access to emotional and wellbeing services for individuals with mental health needs	www.wiltshiremind.co.uk
Local Offer	The Wiltshire Local Offer offers information for children and young people with SEND and their families.	http://www.wiltshire.gov.uk/local-offertransitions
SENDIASS	SEND information, Advice and Support Service for parents/carers of children with Special Educational Needs	www.kids.org.uk/wisa
SOS SEN	Offers a free, friendly, independent and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs and Disability (SEND)	www.sossen.org.uk
WPCC	Wiltshire Parent Carer Council provides information and support, signposting and general information	https://www.wiltshireparentcarercouncil.co.uk

St Nicholas CE (VA) Primary School SEN Policy

For further information please read our SEN policy which can be found on our school's website <https://www.stnicholas.wilts.sch.uk/>

What is the Local Offer?

Every local authority is responsible for publishing a Local Offer and making sure it is clear, comprehensive and available for everyone to see.

The Local Offer provides information on the services available for children and young people with Special Educational Needs and/or Disabilities (SEND) aged between 0 to 25, and how to access them.

The Local Offer must include information about what the local authority expects to be available for children and young people who have special educational needs or a disability. This should include information about what is available in the local authority's area, and what it expects to be available outside its area for children and young people for whom it is responsible (for example Looked After Children), and children and young people in its area who have a disability.

Local authorities must also seek feedback about their Local Offer, make this feedback available and report on how they will make improvements in response to feedback.

The Local Offer should include information on:

Education

Other or alternative educational provision

Preparing for adulthood and independent living

Health provision

Social Care provision

SEND service

Leisure

Travel

Support and guidance

It became a legal requirement for local authorities to produce and publish their Local Offer in September 2014, as required by the Children and Families Act 2014. Wiltshire's Local Offer has been developed in partnership with parent carers and other stakeholders. We have ambitious aspirations for our Local Offer, as we strive for it to become increasingly comprehensive and user-friendly. We hope to achieve this by regularly reviewing, developing and updating our Local Offer website in partnership with parent carers, young people and other stakeholders.

In 2014, the DfE produced a video (<https://youtu.be/Gi-sC1lyxR8>) that describes what a Local Offer is.

For information about the Wiltshire County Council Offer, please refer to their website:

<https://localoffer.wiltshire.gov.uk/>

Wiltshire LOCAL OFFER

Involvement of others in review of this report?

This SEN Information report has been written by the SENCO and has been reviewed by the Headteacher, parents and governors.