CHURCH GRESLEY INFANT & NURSERY SCHOOL

Special Educational Needs and Disability (SEND) Information Report 2025/26

What are our school's aims for SEND provision?	At Church Gresley Infant and Nursery School we aim to deliver high quality provision that meets the needs of all our children. We believe that all children are entitled to a broad and balanced academic and social curriculum which is accessible to them. Children with SEND will be fully included in all aspects of school life. We are an inclusive school and are committed to providing Quality First Teaching for all of our children. We will work within the guidance provided in the SEND Code of Practice 2014: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 We will work in partnership with children and parents to enable children with SEND to achieve their full potential. Support in our school is provided on a need led basis.
Who should I speak to if I think that my child has Special Educational needs?  Mrs Hackett SENDCo	We recognise that parents/ carers know their children best and have information, knowledge and experience of their child that is crucial to understanding the whole child. If you have concerns relating to your child's learning, then please: • Discuss these with your child's teacher. This may then result in a referral to the school SENDCo - Mrs Stephanie Hackett. • You may also contact the SENDCo directly if you feel this is more appropriate: Tel: 01283 217357. Mrs Hackett currently works Wednesday to Friday, when you can make an appointment to speak with her. • You may also contact the Head Teacher, Mrs Cripps: Tel 01283 217357 or email to: cgi-info@cgi.jtmat.co.uk • The SEND Governor is Dr Inglis. All parents/ carers will be listened to. Your views and aspirations for your child will be central to the provision that is provided by our school.
What types of SEND does the school provide for?	There are four main areas of need. Some children need support in more than one area. • **Communication and Interaction** Speech, language and communication needs Difficulty with production of speech Difficulties or delays in understanding what has been said Difficulties understanding and using verbal and non-verbal communication Difficulties understanding or using social rules, behaviours and expectations Autistic children can often have difficulties in this area. • **Cognition and Learning** Children who learn at a slower pace than their peers Difficulties with literacy and numeracy that impact their ability to access learning across the curriculum Levels of attainment significantly below age related expectations

	Levels of difficulty moderate learning difficulties (MLD), Severe learning difficulties (SLD) Specific learning difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia, Profound and multiple learning Difficulty (PMLD) • **Social, Emotional and Mental Health Difficulties** Anxiety, depression, self-harming Being withdrawn Challenging, disruptive behaviour Specific needs ADHD (Attention Deficit Hyperactivity Disorder), Autism, Sensory Processing Difficulties, Attachment issues Trauma and Adverse Childhood Experiences Demand Anxiety • **Sensory and Physical Needs** Vison impairment (VI) Hearing impairment (HI) Multi-sensory impairment (MSI) Physical Disability (PD)
How does the school know if my child needs extra help?	We know when children need help if: • The whole school tracking data indicates progress in one or more areas is slower than expected or effort outweighs progress, • Concerns are raised by parents/carers, external agencies, teachers, or the child's previous setting, regarding a child's level of progress or inclusion. • Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills. • Observation of the child indicates that they have additional needs in one or more of the four broad areas of need. • A child asks for help.

How will the school support my child with SEND?	Children will:
	• Be provided with high quality teaching that is adapted to meet their needs. The teacher has high expectations for all children.
	• Have individual targets set in line with national outcomes to ensure ambition. You, as parents/ carers are informed of these Parents'/ Carer's Evenings.
	• Have their attainment tracked using the whole school tracking system and those not making expected progress are identified very quickly. These children will be on the class monitoring list. These children are then:
	  • Provided with additional support, to increase the rate of progress, which is monitored and evaluated, and if required, additional strategies recommended to further support the success of the child. These interventions may be 1:1 or in a small group.
	  • Discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
	  • Where it is decided, during this early discussion, that special educational provision is required to support increased rates of progress, you as parents/carers will be informed that the school

	thinks that your child may require support and your partnership sought in order to improve attainments. The child will then be placed on the Special needs register and will be at the 'SEN Support stage'. • Some children require further funding to enable staff to meet their needs. The SENDCo can apply for Early Years Inclusion Funding (Nursery) or Inclusion funding. • We will refer children to outside agencies when appropriate to gain further advice and guidance to meet the child's needs. A small number of children's needs can be long term and complex. It can be appropriate to apply to the Local Authority for an Education and Health Care Needs Assessment. (EHCNA). If accepted this can lead to an Education and Health Care Plan (EHCP). This is a detailed plan to address the child's needs and provides funding to purchase classroom support and resources. The Local Authority will provide this if it is agreed that the child requires provision beyond what the school can offer.
How does the school assess and review the progress of children with SEND?	We follow the graduated response and the Asses, Plan Do, Review cycle (APDR) Graduated Response May 2022 (derbyshire.gov.uk) 1. **Assess**: The class teacher will monitor and assess the child's needs and progress through quality first teaching. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes. 2. **Plan**: If additional support will be required, then the views of all involved, including the parents and the child, will be obtained. Working together, an 'All About Me' one-page profile will be produced for children who need support (unless this support is solely a Speech and Language plan). The teacher will set SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound) to meet the needs of the child. 3. **Do**: The SMART targets will be recorded on the class SEND support and monitoring form or an individual APDR (Assess, Plan, Do, Review) plan that will identify a clear set of expected outcomes, which will include academic and developmental targets. The strategies to be used will be identified. Children with an EHCP plan will work on the outcomes identified in their plan. Appropriate evidence-based interventions will be identified, recorded on and implemented by the class teacher/ TAs with advice from the SENDCo. 4. **Review**: Progress towards these outcomes will be tracked every six weeks by the teacher and reviewed termly with the parents/ carers and the child. Parents'/carers' aspirations for their child will be taken into account. The parents/carers and the child will be invited to review the progress towards the targets and the action they can take to support attainment of the desired outcomes. New targets will be discussed and agreed. These will be recorded and a date made for reviewing the targets.

	Before we can apply for extra funding or support from outside agencies, it is usual to need to evidence previous cycles of 'Assess, Plan, Do, Review'. We need to give the strategies and interventions time to work and measure impact before referrals or applications are made.
What will I be expected to do as a parent/carer?	Parent/ Carers are expected to: • Have their child's hearing and sight tested and make/attend appointments to discuss additional concerns. • Have good routines and boundaries in place at home for bedtime, sleep, eating, exercise, use of technology, behaviour. • Try different strategies at home that are suggested by professionals. • Seek help from school - using the noticeboard area in the school entrance or the website in the first instance, accessing the neurodevelopmental hubs and support groups to talk to other carers and gain advice and support. If needed, a referral can be made for 'Early Help' with Miss Grimes our Family Support Worker. She can support parents with a range of behaviour techniques at home and courses/ referrals. Parents/ Carers **must** attend parent courses/ webinars offered which will support them and their child. Parents/ Carers need to have tried different strategies just as school do. In some cases, it is appropriate for school to refer the family to Social Care to for additional support.
How will the curriculum be matched to my child's needs?	Pupils with SEND will be provided with 'reasonable adjustments' to increase their access to the curriculum. Teachers plan using children's achievement levels to ensure all pupils' needs are met by: • Adapting our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, 1:1 work, teaching style, content of the lesson, etc. Planning and teaching will be adapted on a daily basis to cater for pupil's needs and remove barriers to learning. • Adapting our resources and staffing. • Specific resources, strategies and recommended aids will be used for example, such as iPads, coloured overlays, visual timetables, larger font, first and then boards, ear defenders, concentration objects, sensory breaks, tent, wobble cushions, resistance bands, own work area, relaxation techniques, emotion scales, etc. • Adapting our teaching, for example, scaffolding, modelling, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, different ways of recording, using the child's interests as motivation, etc. • Children's needs and targets will be shared with all staff who work with them. Actions taken by the class teacher will be recorded and shared with parents/carers.
What support is available from outside agencies?	The school have an **Inclusion Support Advisory Teacher** (ISAT) called Mrs Goulding. Her role began with a meeting with the SENDCo and Headteacher to carry out an audit of SEND. This formed the basis of an action plan

	which is reviewed throughout the year. Mrs Goulding visits the school regularly to ensure that the whole school is inclusive. Mrs Goulding can seek advice from other Inclusion Support Advisory Teachers where necessary. Mrs Goulding will provide support, advice and training to the staff. Where additional guidance is required a targeted and specialist support referral can be made by school. This involves an observation of the child advice to staff and a meeting with parents. A written report of this is provided. There is also some targeted and specialist support available that school can refer a child for. Mrs Goulding may observe a child and give staff advice to help them to support the child. Mrs Goulding can also meet with parents of the children receiving 'Targeted and Specialist' support. The NHS **Speech and Language therapist** (Inderjit Kaur) and her colleagues, attend school regularly to assess and plan support for targeted children. These programmes are then delivered by teaching assistants. Sometimes the Speech and Language Therapists provide a block of therapy for a child and the TA can join these sessions and then continue the support once trained. School receives visits from the **Educational Psychologist (EP)** Hannah Butler who provides advice to the SENDCo and staff to support the success and progress of individual children. This is a service that school buy into and is only for children with complex needs. If a child is being assessed for an EHCNA then they will be seen by an Educational Psychologist through the Local Authority. In some cases, school may refer to the **MAT Educational Psychologist** or **Speech and Language Therapist.** Advice may be sought from a range of agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parental/carer permission has been obtained and may include referral to: 1. Educational Psychology Service 2. Hearing Impairment Team 3. Visual Impairment Team 4. Physical Impairment Support Service 5. Speech and Language Therapy 6. Physiotherapy 7. Occupational Therapy 8. Compass-Changing Lives 9. Community Paediatrics 10. Social Services 11. School Nurse 12. Child and Adolescent Mental Health Service (CAMHS) 13. Virtual Schools 14. Manual Handling Advisor
How will I as a parent/carer, know how my child is doing?	This will be at least termly, through: • Discussions with the class teacher about your child's targets. • During Parents'/ Carer's Evenings. • Meetings with support or outside agencies. • Informal meetings with the class teacher or SENDCo as needed. • Through the school reporting system

	• Children with an EHCP will have their progress reviewed termly and their EHCP reviewed annually to ensure it still meets the child's needs (every 6 months for children under 5). Parents take an active role in the annual review held at school. • The reading diary can be a useful tool to use to communicate with the teacher on a more regular basis, as needed. Sometimes a home/school book is set up to support communication between home and school. • The school app, Seesaw, can also be used to communicate with your child's teacher. • Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher or Mrs Hackett the SENDCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
How will I as a parent/carer be helped to support my child's learning?  SEND Noticeboard in the entrance to school	All parents/ carers will be treated as partners and supported to play an active and valued role in their child's education. There are many ways that you can support your child, which include: • The school website - www.cginschool.co.uk - includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home. In addition, the termly curriculum topic web on the school website has ideas for supporting at home. Staff will use Seesaw to send homework and to show some of the learning in the classroom. • The class teacher or SENDCo may also suggest additional ways of supporting your child's learning. This information can be found on your child's targets. • The SEND notice board in the school entrance area has useful resources, websites and information about local support groups. The SEND page on the website also has useful information, links and resources for parents/ carers SEND | Church Gresley Infant and Nursery School (cginschool.co.uk) • The school organises a number of parent/carer workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents/carers to learn more about how to support your child's learning. • School can offer 'Beacon School Support', for individual parents to access at home or the SENDCo runs Beacon parent workshops on ADHD, Autism, Anxiety. • The SENDCo arranges drop-in sessions with Compass/ Changing Lives and the neurodevelopmental hubs as well as parent workshops on subjects like anxiety, emotional regulation, sleep and transition. These are advertised in the school newsletter, on the website, through emails, letters home, and posters around school.
How is the effectiveness of provision monitored?	The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include: • Classroom observation by the Senior Leadership Team, the SENDCo or external verifiers • On-going assessment of progress made by children with SEND

	• Work sampling and scrutiny of planning to ensure effective matching of work to pupil need • Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of children with SEND, • Pupil progress meetings • The impact of interventions is monitored each half term by TAs, Teachers, Key Stage Leads and the SENDCo. Staff produce entry and exit data to track progress and review effectiveness • Pupil and parent/carer feedback on the quality and effectiveness of interventions provided. • Regular reports to Governors • Attendance records
What training do the staff supporting children and young people with SEND undertake?	Mrs Hackett (SENDCo) undertakes regular training. She is a member of the Derbyshire and MAT (Multi Academy Trust) SENDCo Networks and is a trained Autism Advocate. She is currently undertaking the NASENCO/NPQ qualification. In recent years, staff have received a range of training including how to support children with: autism, dyslexia, anxiety, trauma and adverse childhood experiences, behavioural needs, speech, language and communication difficulties, sensory needs, neurodiverse learners, visual impairment, hearing impairment and medical conditions including the use of an epi-pen. Staff have been trained to deliver a variety of evidence-based programmes such as- **Speech and language** Every Child a Talker, NELI, Communication Training including Attention activities and Makaton signing **Reading and Writing** Precision Teaching ELS Phonics Intervention Colourful Semantics Toe by Toe Action Words **Mathematics** 1stclass@Number for Key Stage 1 **Social, Emotional and Mental Health Difficulties** Well-being sessions Nurture ELSA (Emotional Literacy Support Assistant) Lego Six Bricks Social Stories Trauma training Attachment support Emotionally Based School Avoidance (EBSA) Emotion Coaching Playmobil training Sensory Circuits

	Forest School We have a TA who is training to be a level 5 specialist well-being TA and licensed Thrive Practitioner **Motor Skills** Jungle Journey Dough Disco Active Hands are Achieving Hands
What support will there be for my child's overall well-being?	We offer a wide range of pastoral support for children. These include: • Individual interventions to support children's well-being are delivered to targeted children. • Children who find outside class times difficult are provided with alternative small group opportunities such as Friendship Club and action is taken to develop their social interaction skills. • School provides a Nurture Group, 'Wellbeing Sessions' and we have an ELSA (Emotional Literacy Support Assistant) to support targeted children's well-being and personal, social and emotional development. • Children can access a calm area with a sensory tent, sensory resources, books, relaxation cards, etc. • The school has a Child and Family Support worker who works directly with children, parents and carers to support family well-being. • All children have a well-being session on a Friday afternoon. • We work with Compass Changing Lives to support children and parents • Special wellbeing days. • Pupil and Parent voice mechanisms are in place e.g. pupil and parent/carer questionnaires, open door policy. • An evaluated Personal, Social, Health and Education (PSHE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. • The school has gained Healthy School status which evidences the work undertaken within the school to support children's well-being and mental health. • The school implements its anti-bullying policy and e-safety policy ensuring children's safety and well-being. • The Head teacher is a trained Senior Mental Health Lead. We also have a TA who is a qualified Mental Health First Aider.
Photographs of Inclusion areas around school	  ELSA/ Wellbeing room





Calm/Sensory Area

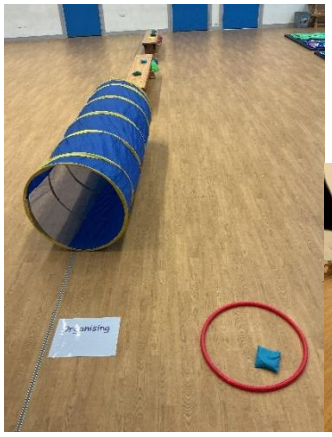






Nurture Room (Rainbows)







Sensory Circuits intervention

	   Sensory circuits corridor   Forest School
How does the school support my child with medical needs?	Children with medical needs will be provided with: • A detailed Health Care Plan, compiled in partnership with our Paediatric First Aid Lead, parents/carers, hospital medical advisors, where appropriate and the child themselves if appropriate. • Staff who volunteer to administer and supervise medications, have completed formal training as appropriate. • All medicine administration procedures, which adhere to Derbyshire Local Authority policy and Department of Education (DfE) guidelines included within *Supporting Children at School with Medical Conditions* (DfE) 2014 and identified in the school medicine administration policy.
How accessible is the school environment?	As a two-storey building (October 2013) our school conforms to the latest building accessibility regulations including the following features: • Two disabled parking spots marked and located next to the school reception • Ramps • A toilet on each floor, adapted to ensure access to children and visitors with a disability (including hoists), plus one in nursery unit • Lift access to upper floor • Doorways to all rooms and corridors are suitably wide enough for wheelchair access • Beds are available in EYFS if children need to sleep • Paint scheme compliant for children and visitors with visual impairment • Interactive whiteboards are in every classroom, which allow for a coloured background to be used, which can benefit pupils will dyslexia. The font size and colour can also be changed to remove barriers for pupils accessing the work on the board. • We have technology that can be used to support children when writing. Staff have been trained in how to use ICT to support SEND learners.

	• Risk assessments will be completed when necessary to ensure that all children can access school safely. The school's accessibility plan can be found on the website.
How are the school's resources allocated and matched to children's special educational needs?	The school receives funding to respond to children with SEND which is used to provide the equipment and facilities to support pupils through in-class support, small group intervention groups led by Teaching Assistants, specialist support from teachers and TAs, bought in support from external agencies and provision of specialist resources. For children who have more complex needs requiring one-to-one support funding may be applied for from the Local Authority. This is Inclusion Funding or Early Years SEN Inclusion Funding. A small percentage of pupils may have an EHCP which will provide their funding. The Head teacher, Senior leadership Team and SENDCo discuss which children need extra support and allocate staff and resources appropriately.
How will my child be included in activities outside the classroom including school trips?	• All extra-curricular activities are available to all children. • Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. • The school uses its best endeavours to ensure that no child with SEND is excluded from any school provided activity. • Staff work with parent/ carers to ensure the child has the best chance of succeeding. This can mean that a parent accompanies the child.
How will the school prepare/support my child when joining or transferring?	We recognise that transition can be difficult for some children so a number of strategies are in place to enable an effective and smoother transition. These include: **On entry:** • A planned induction programme for Nursery and Reception children is delivered in the summer term to support transfer for children starting school or Nursery the following September. • The Nursery and Reception teams make visits to the home to meet the child and family in their familiar setting. • The Early Years Foundation Lead teacher visits the children in their previous nursery settings where possible or speaks to them on the phone. • Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • Parents/ carers are invited to an open morning and the Head teacher, Early Years Lead and the Family Support Worker meet the parents/ carers of children who have not been to our Nursey. Parents / carers complete forms at this meeting and discuss their child as staff meet them. • The Child and Family Support worker and SENDCo meet with parents/carers of new children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry where necessary. • If children are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents

	and external agencies already involved where possible, to identify and reduce any concerns.
How do you support transition to a new class?	• Transition meetings take place between the current class teacher and the new class teacher, so that information regarding needs is passed on. • Booklets in the form of social stories are created as needed, with photographs of the new environment and staff, so that parents can share these with children over the summer holiday. • Children will spend time with their new teacher in their new class during the summer term. • Staff support children who need extra transition discreetly by taking them to their new class to deliver a 'message' for example.
How does the school support transition to the next school?	• A transition programme is provided for children and parents/carers to meet staff in their new school. These opportunities are further enhanced for children with SEND, enabling extra visits. • For children transferring to the local school, the SENDCo's and staff of both schools meet to discuss to discuss the needs of children with SEND in order to ensure a smooth transition. • School records are passed on to ensure that new staff are as informed as possible. • If a child has an Education, Health and Care Plan (EHCP) parents are supported to begin thinking about school choices, for Key Stage 2, at the annual review in Year 1. Where appropriate the SENDCo from the Junior school may also attend the annual review before the child transitions to the junior school. • Accompanied visits to other providers may be arranged as appropriate.
What is the 'Local Offer' and where do I find it? DERBYSHIRE LOCAL OFFER	The Derbyshire Local Offer is a legal requirement and includes leisure and activity providers, health and care services, education providers and support groups available within Derbyshire. It can be found at the following web address: Home - Derbyshire Local Offer The Derbyshire Local offer is in place to support children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. It provides clear information about available services and provision.
What other support services for parents/ carers of children with SEND are there?	• Derbyshire Information, Advice and Support Service (DIASS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest DIASS can be contacted via www.derbyshireiass.co.uk. • Neurodevelopmental Community Hub South Derbyshire offer support and meetings in Church Gresley (114, Church Street DE11 9NR) ch@citizensadvicemidmercia.org.uk

	• Compass- Changing Lives Find Support | Changing Lives (changing-lives.org.uk) • Special needs Circle East Midlands offer help and support as well as support groups, training and a sensory room. The Annexe Gresley Old Hall Rd, Gresley Wood Rd, Church Gresley, Swadlincote DE11 9QW 07526 422372 Find them on Facebook • https://derbyandderbyshireemotionalhealthandwellbeing.uk/ • https://services.actionforchildren.org.uk/derbyshire/build-sound-minds/ • https://www.autismeducationtrust.org.uk/ • http://www.addiss.co.uk/ • Derbyshire Parent Carer Voice • Young Carers Service • Homepage Derbyshire Carers Association
What do parents/ carers say about our SEND provision and staff?	"Just a huge thank you for all of your help with … I cannot put into words how much we appreciate everything you have done in this hard time. … has looked forward to every session in school it gave him some normality. Special thanks to Steph for all her hard work on the EHCP and the staff who assisted …" "We couldn't have wished for anymore for… during his time with you, and without the support that we received during …'s time at Church Gresley, it is very likely that we would still be waiting to hear back from the LA even now." "I think having such an amazing experience with … being at Church Gresley with every little thing being taken into consideration prior to any decisions made regarding his time in School, that adjusting is going to be hard to begin with". (The child has moved to a different school). "It is incredible to see, and I appreciate all who have been a part of his journey it is utterly heart-warming to see where he is at now. He is able to advocate for his needs to be met and is recognising when he is becoming dysregulated. His emotional literacy has improved massively too!" "I understand that Mrs Hackett has a fantastic level of understanding in her job and what she is doing… That is amazing that you've got support in place so fast providing a one to one …I know since nursery he has blossomed, and you guys have always gone above and beyond and have never compromised his needs for ease. Thank you so much for your reply and for the time and the support you give to … and all the belief you and your fantastic staff have given in him." Not only thanks for how you've all handled… but also thank you for your patience with me. The communication you provide for a mummy like me who worries about her little boy with additional needs is fabulous. I always know no matter what, whether it's just a question or a concern I can always approach anyone and you're all so open. You are an incredible team…Thankyou again for everything!" Feedback from ELSA sessions: "We cannot thank you enough for the impact you have had on …'s confidence and emotional wellbeing. It has made a real difference not only to him, but to us as a family as well. We are incredibly grateful for the time, care and support you have given him….speaks very

	highly of you and clearly feels safe and understood in your sessions, which means so much to us." I feel so supported and listened to over these concerns with ... my dealings with all of his teachers have been brilliant in helping … through this. These sessions are such an asset to the school for those children who don't know what to do with their big feelings, and I for one am so grateful.
What do professionals that we work with say about our SEND provision and our staff?	"Thank you, that's helpful. Great working with you too! You have been so flexible and thoughtful around meeting and making adaptations for …'s needs and he's been comfortable and made progress because of that. He's had safety and a nurturing approach and predictability and that's all been so important in my opinion. Plus, I think mum has felt well supported by school and the empathic approach she's received during a very difficult time.", Emma Vanter, Clinical Psychologist "Thank you to all staff who talked with me today to review the current situation for … You are all so committed to helping him and I commend you for such a caring and responsive approach to his emotional needs." "As you know, I really have loved coming into your school – the children are great and the staff so helpful and purposeful – I shall miss it." "A special thanks to you Steph for your hard work and dedication – the children are very lucky to have you as their SENCO and it has been a pleasure to work with you". (Behaviour Support Teacher) "Thank you for all the support and care you are giving … each tiny step makes an enormous difference to him doesn't it. As I just pop in and out via the meetings, I can see how much progress he has made with you in school". "I would like others to know all the work you put in to support the children you have and the positive difference we have seen following this support". "Thank you so much to you and the staff team for the bespoke support you have given …to enable him to make such huge strides in his learning journey. What a great foundation he now has which can continue to be built on". (Virtual Schools Teacher). "Thanks for a lovely relationship – all the best". (Physical Impairment Teacher) "It's been great working with you on your Inclusion Framework and the journey beyond! Staff are always welcoming and open about what's working and what they need support with. It's a pleasure working with your school". (Claire Goulding, Inclusion Support Advisory Teacher)

Written by Stephanie Hackett SENDCo

Reviewer: Stephanie Hackett
Reviewed: February 26
To be reviewed: by October 26

This SEND Information Report was approved by governors

Signed: …… Date: ……
Minute Number:…… ……