



Higham Lane School aims to embrace the needs of all students and has a whole school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs and disabilities, setting suitable learning challenges and overcoming barriers to learning.

CAMHS – Children and Adolescent Mental Health Service  
 CPD – Continuing Professional Development  
 DSL – Designated Safeguarding Lead  
 EHA – Early Help Assessment  
 EP – Educational Psychologist  
 GP – general practitioner (your doctor)  
 HI – Hearing Impairment  
 HLLSA – Higher Level Learning Support Assistant  
 IDS – Integrated Disability Service  
 IEP – Individual Education Plan

JCQ – Joint Council of Qualifications  
 LSA – Learning Support Assistant  
 OT – Occupational Therapy  
 PEEP – Personal Evacuation Plan  
 S4L – Support 4 Learning Department  
 SEND – Special Educational Needs and Disabilities  
 SENDCO – Special Educational Needs and Disabilities  
 Coordinator  
 STS – Specialist Teaching Service  
 VI – Visual Impairment

	General	Specific Area Focus			
		Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
<b>How does Higham Lane School know if my child needs extra help?</b>	<ul style="list-style-type: none"> <li>• Liaising with primary/previous school.</li> <li>• Concerns raised by parents/carers</li> <li>• Concerns raised by teaching staff or non-teaching staff e.g. Learning Mentor, School Counsellor by completing a SEND referral form.</li> <li>• Liaising with external agencies</li> </ul>	Behaviour monitoring system. Observed behaviour by members of staff.	Student's progress is below expectations despite subject specific interventions.	Observations through the pastoral system. Observed behaviour by members of staff. Informed by parents, CAMHS or other external professionals.	Communication between medical professionals and SENDCO.

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	<ul style="list-style-type: none"> <li>Tracking and analysis of progress data.</li> <li>Book trawls.</li> <li>Lesson observations</li> </ul>				
<b>What should I do if I think my child may have a special educational need or disability?</b>	<ul style="list-style-type: none"> <li>Contact Mr H Downing, Clerical Assistant to S4L to arrange an appointment with the SENDCO or the Assistant SENDCO</li> </ul>	Speak with the SENDCO/DeputySENDCO who can point you in the right direction.	Discuss your concerns with the subject teachers or Form Tutor. Speak with the SENDCO/Deputy SENDCO	See your GP, and keep the school informed. Speak with your son/daughter's Progress Leader and Form Tutor.	See your GP, and keep the school informed.
<b>How will I know how Higham Lane School supports my child?</b>	<ul style="list-style-type: none"> <li>All intervention which takes place is communicated home by a member of S4L or individual teaching staff.</li> <li>Regular meetings with key contacts at the school e.g Annual Reviews.</li> <li>Termly Student Progress Reports are sent to parents/carers informing them of their child's recent progress.</li> <li>Opportunity to meet with SENDCO or the Assistant SENDCO Student Progress Evenings, coffee morning/afternoon and SEND workshops.</li> <li>The SENDCO or Assistant SENDCO will contact you</li> </ul>	Programmes are in place throughout the year as required, these may also be led by outside professionals such as Speech and language therapists.	The SENDCO can complete diagnostic testing which may highlight an area of concern. Interventions occur during curriculum support lessons and are reported on to parents/carers via the Student Progress Reports. Referral to Educational Psychologist Service or the Specialist Teaching Service as required and supporting any recommendations.	Intervention on an individual level for self esteem. Implementing recommendations from CAMHS and Educational Psychologists as required. Social skills group are created to support students to develop their emotional intelligence and resilience. Intervention through Relax Kids.	Working with recommendations from outside agencies for example Physiotherapy. Integrated Disability Service (IDS), Occupational Therapy, Hearing support service and Vision Impaired support service.

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	<p>where there are particular concerns.</p> <ul style="list-style-type: none"> <li>• Parents/carers are also welcome to contact the School to make an appointment to share any concerns.</li> <li>• All students on the SEND register will have a Pupil Profile or a Behaviour Passport which are shared with parent/carers.</li> </ul>				
<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• Students are streamed according to ability in core subjects. Students with SEND placed in smaller groups, wherever possible.</li> <li>• LSA support across the curriculum, where appropriate.</li> <li>• LSA's deployed in subjects where they have relevant subject knowledge.</li> <li>• Life skills course is available for those requiring it as a personalised option at Key Stage 4.</li> <li>• An alternative English and Maths curriculum can be delivered at Key Stage 4 for students who may not be</li> </ul>	<p>Differentiated teaching to meet students' needs. Use of visual aids and tasks management boards.</p>	<p>Differentiated teaching and resources to meet students' needs. Personalised advice when making option choices.</p> <p>Learning Support is provided as an option for students who will find 4 option subjects too challenging.</p>	<p>Personalised timetables to fulfil the student's requirement to access the curriculum. A specialist area for the students to work in when their anxiety prevents them from going into the classroom. A designated person allocated who students can talk to.</p>	<p>Risk Assessments to ensure access to the curriculum. LSA's will act as a practical assistant and a scribe where needed. Provide ipads to support students become independent in their learning. Enlarged worksheets</p>

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	able to access the GCSE curriculum.				
<b>How will I know how my child is doing?</b>	<ul style="list-style-type: none"> <li>• Student Progress Evenings. – Miss Greenfield (SENDCO) or Mrs Albrighton (Deputy SENDCO) will attend Student Progress Evenings.</li> <li>• Student Progress Reports.</li> <li>• Annual Reviews for those with an EHCP.</li> <li>• Professionals meetings if required.</li> <li>• Meetings/telephone contact/emails with the SENDCO, Deputy SENDCO, Keyworker and Progress Leader/Pastoral Manager</li> <li>• Key worker for all EHCP students and SEND students in Year 7. Keyworkers are allocated to SEN Support students in Year 8-13 and is reviewed termly.</li> </ul>	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCO	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCO/ Learning Mentor	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCO/ School Counsellor/ DSL	Discussions with Keyworker/Form Tutor/Subject Teacher/Progress Leader/SENDCO
<b>How will you help me support my child's learning?</b>	<ul style="list-style-type: none"> <li>• Home school communication; Student Organisers are key for home/school communication</li> <li>• Support 4 Learning email account for parents to contact the SENDCO if there are any issues out of school hours.</li> </ul>	Discussing the student's individual need with the young person and parent/ carer.	Ensuring the homework is clearly communicated by the teachers in the organisers or via Google classroom or class charts.	Adapting the timetable to the individual needs of the student.	LSA if required to ensure that the lesson is accessible.

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	<ul style="list-style-type: none"> <li>• Support 4 Learning Welcome Evening for new Year 7 parents/carers.</li> <li>• SEND parental meeting focussing on English and Maths for Year 7-10.</li> <li>• SEND parental meeting for Year 11 students focussing on exam preparations and preparing for adulthood in particular transitioning to Post 16.</li> </ul>				
<b>What support will there be for my child's overall well-being?</b>	<ul style="list-style-type: none"> <li>• Support through a well-established system of pastoral care.</li> <li>• Keyworkers meet all SEND Students fortnightly or weekly if necessary.</li> <li>• Referral to the School Counsellor after discussions with parents/carers, if required.</li> <li>• Close contact with CAMHS for supporting the recommendations provided by medical professionals for the improved well being of the student.</li> <li>• Resources available on the school website with regards to Wellbeing.</li> </ul>	<p>Lunchtime and break time Clubs.</p> <p>Access to a School Counsellor, if required. Assessment by an Educational Psychologist/Specialist Teaching Service and support where appropriate.</p> <p>Use of RISE dimensions toolkit</p> <p>Time out card/leave lessons early/early lunch pass</p>	<p>Lunchtime and break time Clubs.</p> <p>Access to a School Counsellor, if required. Assessment by an Educational Psychologist/Specialist Teaching Service and support where appropriate.</p> <p>Use of RISE dimensions toolkit</p> <p>Time out card/leave lessons early/early lunch pass</p>	<p>Identified room for the student to go to, if required.</p> <p>Access to a School Counsellor, if required. Assessment by an Educational Psychologist and support where appropriate.</p> <p>Lunchtime and break time Clubs.</p> <p>Use of RISE dimensions toolkit</p>	<p>Lunchtime and break time Clubs.</p> <p>Access to a School Counsellor, if required. Assessment by an Educational Psychologist/IDS and support where appropriate.</p> <p>Use of RISE dimensions toolkit</p> <p>Time out card/leave lessons</p>

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	<ul style="list-style-type: none"> <li>• Re integration Hub - support provided for those students who are finding attending school difficult.</li> <li>• Early Help Assessment</li> </ul>			Time out card/leave lessons early/early lunch pass  Meet and greet in the morning  Home/school communication book or weekly phone call.  Designated safe space which the student identifies.	early/early lunch pass

<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• Educational Psychologist, Warwickshire EPS</li> <li>• IDS (Integrated Disability Service) including Hearing and Vision impaired</li> <li>• Speech and Language</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• CAMHS</li> </ul>	Autism Team  EMTAS (Ethnic Minority and Traveller Achievement Service)  Specialist Teaching Service	Dyslexia Screening  EMTAS (Ethnic Minority and Traveller Achievement Service)  Specialist teaching service	School Counsellor Mentoring System Clinical Psychologist will contact the SENDCO if further support is required or to make recommendations.	IDS Physical Disability Qualified Teacher of the Deaf Qualified Teacher of the Visual Impaired Occupational Therapy
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	<ul style="list-style-type: none"> <li>• Support through the Early Help Assessment (EHA)</li> <li>• Support from a qualified and accredited SENDCO.</li> <li>• Referral to Specialist teaching Service for a specific assessment and recommendations.</li> <li>• Support from a Literacy Intervention Coordinator, School Counsellor and Behaviour Intervention Manager and colleagues at Oakwood school where appropriate</li> <li>• Qualified and accredited Exams Access Arrangements assessor</li> </ul>	CASS (Children's Autism Support Service)		CASS (Children's Autism Support Service)	Educational Psychologist – sensory assessment
<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• There is regular communication from the SENDCO to staff and sessions during INSET days.</li> <li>• Circle of Adults for specific students delivered by SENDCO, Assistant SENDCO, DSL and EP.</li> <li>• Eight Early Help trained lead practitioners within the school (Including the SENDCO and the Deputy SENDCO)</li> </ul>	Autism Education Trust Level 1 Autism Awareness Training September 2022 for all Staff.	<p>Supporting students with dyslexia</p> <p>Supporting students with speech, language and communication difficulties.</p>	<p>Mental Health First Aiders.</p> <p>Staff have received attachment awareness training in June 2019.</p> <p>Autism Education Trust Level 1</p>	Trained Pastoral Support Assistants who can provide physio following guidance from the student's physiotherapist. Manual Handling training September 2022 for pastoral support assistants.

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	<ul style="list-style-type: none"> <li>• SENDCO is one of the Schools DSLs.</li> <li>• SENDCO is a Qualified and accredited Exams Access Arrangements assessor</li> </ul>			Autism Awareness Training September 2022 for all Staff.	



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<b>How will my child be included in activities outside the classroom, including school trips?</b>	<ul style="list-style-type: none"> <li>• Differentiation of the activities</li> <li>• Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity which will cover the same curriculum areas, where the activity is considered an essential part of the curriculum.</li> </ul>				Specific arrangements put in place by tour operators/trip providers to accommodate students with specialist needs, where possible. Learning Support Assistants accompany students on trips
<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• The School prides itself in being able to support students with a range of disabilities. All curriculum areas, apart from Music, are accessible on the ground floor of the School and in the case of Music, a lift is available.</li> </ul>	Visual Timetables are made for individuals to access the curriculum independently.	Visual Timetables are made for individuals to access the curriculum independently.	Visual Timetables are made for individuals to access the curriculum independently.	<p>Three disabled toilets.</p> <p>One wet room, with a hoist, changing bed and a Closimat toilet.</p> <p>One wet room, with a changing bed.</p> <p>Ground floor ramps throughout the building.</p> <p>Personalised Evacuation Plans (PEEP).</p> <p>Specifically designed Physio room with a hoist.</p>

					<p>Lifts for the first floor classroom. Automated doors at main reception and student services. Height adjustable tables in Food Technology rooms and two science classrooms. Table raisers available to be used in other classrooms.</p>
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<p><b>How will the school prepare and support my child when joining Higham Lane School or transferring to a new school or post-16 provision?</b></p>	<ul style="list-style-type: none"> <li>• Transition meeting between the Year 6 teacher and the Transition Co-ordinator.</li> <li>• S4L Welcome Evening for all students on the SEND register at primary school.</li> <li>• A pre-induction afternoon is held on the Friday prior to transition week.</li> <li>• Transition week starts with students meeting their future tutor</li> <li>• Higham Lane School SENDCO meets with each students' previous SENDCO</li> <li>• Higham Lane School SENDCO attends the last IEP Review at previous school, where possible.</li> <li>• Transition Days for post-16</li> <li>• Assemblies delivered by Post 16 providers</li> </ul>	<p>Meet with the student prior to Year 6/7 Transition Week to assist with a transition book.</p> <p>Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews.</p> <p>Attend careers interviews with students.</p>	<p>SENDCO to attend all meetings held by outside agencies working with the student during final term of Year 6 or Year 11.</p> <p>Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews.</p> <p>Attend careers interviews with students.</p>	<p>Students are offered a Keyworker to mentor them through the transition period Early Help meetings are attended until they are passed to a new lead professional at the new setting.</p> <p>Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews.</p> <p>Attend careers interviews with students.</p>	<p>SENDCO meets the provision support adults at the previous school to see how Higham Lane School can meet the student's needs. Meet with the parents/carers, where appropriate, to ensure we meet the student's requirements to access the site.</p> <p>Support students in making their Post 16 applications and if required attend Post 16 open evenings and interviews.</p> <p>Attend careers interviews with students.</p>

<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Our team of twelve Learning Support Assistants, a HLTA, Assistant SENDCO and two apprentices are funded from the SEND budget.</li> <li>• The budget is allocated on a needs basis.</li> <li>• The distribution of the LSAs is allocated to support as many students with SEND as possible and reviewed regularly.</li> <li>• LSAs will be subject based to increase their subject knowledge when supporting students.</li> <li>• The SEND budget is overseen and managed by the Director of Corporate Services.</li> <li>• Those on an EHCP, the SENDCO will apply on behalf of the student for additional funding to support the individual within the school environment by submitting a costed IEP to the local authority.</li> </ul>	<p>LSA support within lessons.</p> <p>If required 1:1 or small group lessons delivered by SENDCO, Assistant SENDCO, HLTA or TA2.</p>	<p>LSA support within lessons.</p> <p>If required 1:1 or small group lessons delivered by SENDCO, Assistant SENDCO, HLTA or TA2.</p> <p>Purchase of White Rose Maths and subscription to Twinkl.</p>	<p>LSA support within lessons.</p> <p>If required 1:1 or small group lessons delivered by SENDCO, Assistant SENDCO, HLTA or TA2.</p>	<ul style="list-style-type: none"> <li>• A Pastoral Support Assistant was appointed in February 2022 and additional pastoral support assistant was appointed in September 2022, using additional funding from the local authority. Their role is primarily working with students with physical disabilities and in particular personal care needs.</li> <li>• LSA's to act as a practical assistant and scribe where appropriate.</li> <li>• Purchase of ipads to support students to access their learning and to be independent.</li> <li>• If required 1:1 or small group lessons</li> </ul>
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					delivered by HLTA or TA2.
	<b>General</b>	<b>Specific Area Focus</b>			
		<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, emotional and mental health</b>	<b>Sensory and/or physical</b>
<b>How is the decision made about how much/what support my child will receive?</b>	<ul style="list-style-type: none"> <li>• If there is an ECHP already in place, discussions will take place at the Annual Review meeting in order to ensure that the provision outlined in the plan is put in to place.</li> <li>• Exams concession testing may be used to identify what special arrangements are needed for examinations</li> <li>• Students are all treated as individuals.</li> <li>• On-going discussions between parents/carers and SENDCO or assistant SENDCO</li> <li>• Students may move off the SEND register if they make sufficient &amp; sustained progress.</li> </ul>	<p>Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.</p> <p>Feedback from the specialist staff within school e.g. Behaviour Intervention Manager</p> <p>Students will discuss support with their keyworkers during their weekly/fortnightly meetings.</p>	<p>Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.</p> <p>Students will discuss support with their keyworkers during their weekly/fortnightly meetings.</p>	<p>Recommendations from outside services such as CAMHS and Educational Psychologists for specific students</p> <p>Students will discuss support with their keyworkers during their weekly/fortnightly meetings.</p>	<p>Meetings with and reports from IDS making recommendations as to reasonable adjustments for students with specific disabilities</p> <p>Students will discuss support with their keyworkers during their weekly/fortnightly meetings.</p>
<b>How will I be involved in discussions about and planning for</b>	<ul style="list-style-type: none"> <li>• Invitation to meetings with tutors and subject staff regarding KS4 option choices. Where appropriate, parents/carers will also meet with the Deputy Headteacher in</li> </ul>	<p>EHCP annual reviews</p> <p>Professional Meetings</p>	<p>EHCP annual reviews</p> <p>Professional Meetings</p>	<p>EHCP annual reviews</p> <p>Professional Meetings</p>	<p>EHCP annual reviews</p> <p>Professional Meetings</p>

<b>my child's education?</b>	<p>charge of curriculum and SENDCO/Year 8 Progress Leader</p> <ul style="list-style-type: none"> <li>• Consultations with the SENDCO or Deputy SENDCO.</li> <li>• For students with EHCP's discussions will take place during the annual review.</li> </ul>				
<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• Reception, who will guide you in the right direction <ul style="list-style-type: none"> <li>- 02476 388123</li> <li>- <a href="mailto:contactus@highamlaneschool.co.uk">contactus@highamlaneschool.co.uk</a></li> </ul> </li> <li>• Mr H Downing, Clerical Assistant to the Support for Learning Department <ul style="list-style-type: none"> <li>- <a href="mailto:support4learning@highamlaneschool.co.uk">support4learning@highamlaneschool.co.uk</a></li> </ul> </li> <li>• SENDCO &amp; Exam Access Arrangements Assessor Miss D Greenfield <ul style="list-style-type: none"> <li>- <a href="mailto:support4learning@highamlaneschool.co.uk">support4learning@highamlaneschool.co.uk</a> <ul style="list-style-type: none"> <li>• Deputy SENDCO and Designated Teacher for Children Looked After: Mrs S Albrighton</li> </ul> </li> </ul> </li> <li>• <a href="mailto:support4learning@highamlaneschool.co.uk">support4learning@highamlaneschool.co.uk</a></li> <li>• Progress Leaders <ul style="list-style-type: none"> <li>○ Year 7 – Mr Davies</li> <li>○ Year 8 – Ms Connop</li> <li>○ Year 9 – Mrs Lynch</li> <li>○ Year 10 – Ms Green</li> <li>○ Year 11 – Miss Routley</li> <li>○ Sixth Form – Mr Ladha</li> </ul> </li> <li>• Behaviour Support Manager: Miss B Vowles</li> <li>• Pupil Support Co-ordinator Mrs L. Whitfield</li> </ul>				
<b>Who do I contact if I am unhappy with the provision made at the</b>	<p>Contact the SENDCO (Miss D Greenfield) or Deputy SENDCO (Mrs S. Albrighton) to arrange a meeting to discuss concerns either via phone (02476 388123) or via email (<a href="mailto:support4learning@highamlaneschool.co.uk">support4learning@highamlaneschool.co.uk</a>)</p>				

<p><b>school for my child?</b></p>	<p>Alternatively, a formal complaint can be made to the Headteacher, Mr M. Gannon via email at:  <a href="mailto:contactus@highamlaneschool.co.uk">contactus@highamlaneschool.co.uk</a> and finally to the School's Governing Body or the Chair of Governors, Jane Elmer via email at:  <a href="mailto:contactus@highamlaneschool.co.uk">contactus@highamlaneschool.co.uk</a></p>				
	<p><b>General</b></p>	<p><b>Specific Area Focus</b></p>			
<p>Contact details of support services.</p>	<ul style="list-style-type: none"> <li>• <b>Warwickshire Local Offer</b>  <a href="https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send">https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send</a></li>   <li><b>SENDIAS</b> <ul style="list-style-type: none"> <li>- 02476 366054</li> <li>- warwickshire@kids.org</li> </ul> <a href="https://www.kids.org.uk/warwickshire-sendiass-front-page">https://www.kids.org.uk/warwickshire-sendiass-front-page</a> </li>   <li>• <b>Family Information Service</b> <ul style="list-style-type: none"> <li>- 01926 742 274</li> </ul> <a href="https://www.warwickshire.gov.uk/children-families">https://www.warwickshire.gov.uk/children-families</a> </li>   <li>• <b>Warwickshire parent/carer voice</b> <ul style="list-style-type: none"> <li>- Family Helpline: 0808 808 3555 (9.30am-5pm Monday - Friday)</li> </ul> <a href="https://warwickshireparentcarerveice.org/">https://warwickshireparentcarerveice.org/</a> </li> </ul>	<p><b>Communication and interaction</b></p>	<p><b>Cognition and learning</b></p>	<p><b>Social, emotional and mental health</b></p>	<p><b>Sensory and/or physical</b></p>

	<b>Coventry and Warwickshire MIND - Dimensions Health and Wellbeing tool.</b> <a href="https://dimensions.covwarkpt.nhs.uk/">https://dimensions.covwarkpt.nhs.uk/</a>				
<b>Testimonials From parents of students who have SEN.</b>	<ol style="list-style-type: none"> <li>1) Having a keyworker who can act as an intermediary and sounding board.</li> <li>2) My son has complex SEN including mental health needs and requires a vast amount of support. We feel he is extremely lucky to have such fantastic support and understanding from his SENCO.</li> <li>3) The Head of Year works hard to support him and communicates well with home. Input from his key worker, queue passes, timeout passes, doodle book ideas, offer of a lunchtime safe space, house point reward system and extra intervention have all been beneficial to my son.</li> </ol>				

*Written in collaboration with Students, Parents / Carers, SENDCO, SLT and SEND Governor.*

Effective from: January 2024

Review date: December 2024