



School Special Educational Needs and Disabilities (SEND) Information Report

How We Support Children with Special Educational Needs and Disabilities

What is the school's vision statement?

At Raynham, each day starts with a warm welcome for our children and families through our gates. Children run into school excited and ready to engage in a range of active learning experiences.

We challenge our children to be healthy, curious and fearless in the pursuit of knowledge and foster a lifelong love of learning. Our inclusive curriculum draws on the children's unique personalities, cultures and interests through first-hand learning experiences and enrichment activities.

Together we focus on each other's well-being and foster a culture of emotional safety, openness and acceptance. Children leave Raynham as resilient and ambitious citizens, ready for their next challenge.

In meeting our responsibilities, we have due regard to the SEND Code of Practice (2014, revised January 2015), and the Equality Act (2010) which replaced the Disability Discrimination Act (1995).

At Raynham Primary School we:

- ensure that all pupils are valued and treated equally irrespective of their backgrounds
- encourage pupils to respect one another
- ensure all children are safe
- work in close partnership with parents/carers and children
- ensure that Special Educational Needs and Disabilities are identified and assessed as early as possible
- ensure pupils' needs are met through the relevant agencies, staff training and carefully tailored individual and group interventions
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the LA and other agencies, including Social Services, parent support groups, educational psychologists, Speech and Language Therapist, and medical services, in identifying, assessing and meeting the Special Educational Needs and Disabilities (SEND) of all pupils
- maintain and develop a range of expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis.

What type of school are we?

Raynham Primary is a larger than average sized school in Edmonton, North London (London Borough of Enfield), with approximately 700 children aged two to eleven on roll compared to

the National Average of 281. Our school is made up of two buildings. Our three- storey Victorian building houses KS1 (Infants) and KS2 (Juniors). Our single storey building houses our Pre- school, Nursery, Reception, ARP and Nurture class.

The school is over one hundred years old. Classrooms are all around the perimeter of the halls in both the three-storey building and the Early Years single-storey building.

As of September 2023, around 19% of pupils at Raynham are identified as having SEND. This is above the national average of 17%. We currently have 38 pupils (6% of our total cohort) with a finalised EHCP ; this is greater than the national average of 4%. However, as the needs of our pupils are continually assessed and reviewed, these numbers are likely to change throughout the year.

The majority of pupils (94%) are from a wide range of minority ethnic backgrounds. There are around 50 languages in the school with 80% of pupils for whom English is not their first language and this is much higher than the national average.

A high proportion of pupils are known to be eligible for the pupil premium, with 24% of children having been eligible for and claiming FSM at any time in the last 6 years.

Mobility is 27.5% - almost double the national average.

Our school environment

- The Early Years Building and ground floor of the main school building are accessible to wheelchairs. There are ramps to the entrances of the Early Years Building and main school entrance.
- The school has accessible toilet facilities which are suitable for wheelchair users.
- The school buildings are maintained under legal guidelines to ensure accessibility for all.
- Children's needs are assessed and evaluated on entry to the school and relevant resources and equipment are provided.
- The school is secure and has restricted access.

Who represents the Special Educational Needs and Disabilities (SEND) Team?

The Headteacher, 2 Deputy Headteachers, 4 Assistant Headteachers, the Special Educational Needs Co-ordinator (SENCo) , Assistant SENCO, ARP teacher and Inclusion Support Officer form the core team. In addition to the core team, there is a supplementary team consisting of a 2 Nurture Teaching Support Assistants (TSAs) and 29 TSAs who support pupils across the school.

What is our Ofsted rating?

Raynham was last inspected in May 2023 and continues to be an Ofsted 'good' school.

Admissions arrangements

Children with SEND who are offered a school place through a Local Authority general admissions team are not denied a school place. It is important that parents inform the school of any needs their child may have when they accept the school place for their child. The appropriate member(s) of staff will then discuss the child's needs so that appropriate support can be put in place.

For children who have a finalised Education, Health and Care Plan (EHCP) or have an EHCP in progress, the admissions process is different. Parents must inform Enfield's SEN service that they would like their child to attend Raynham, and the school is then formally consulted by the SEN service. In liaison with the SENCO, the headteacher must decide whether the school can provide the support described on the EHCP or whether the placement would be unsuitable for the needs of the child. The current/previous school may be contacted to help make this decision. For the vast majority of cases, Raynham is able to offer a place to the child.

How do we know if a child has special educational needs?

Children are identified as having special educational needs or a disability through the SEND Code of Practice's four broad areas:

- Cognition and Learning,
- Communication and Interaction,
- Social Emotional and Mental Health
- Sensory or Physical Needs

At Raynham Primary School we constantly monitor the progress of all our pupils. If a member of staff feels that a child may have a special educational need or disability:

- A SEND concern/referral form is completed and sent to the SENCO
- The SENCO or Assistant SENCO will visit the child in the classroom and/or playground to observe and talk to the child and talk to members of staff who work with the child
- The SENCO or Assistant SENCO will meet with parents to discuss the concerns or points observed in order to discuss how the child can be best supported in school
- An individual education plan (IEP) is created, with personalised targets and support to meet the individual's needs
- The IEP is reviewed at least once a term
- The child's special educational needs are uploaded onto the school information system so they can be part of the SEN register. This ensures that all school staff are aware of the pupil's needs so that they can be supported effectively.

Concerns can also be raised by parents or other agencies such as the Pre-school Speech and Language Service and the Service for Disabled Children. If a parent feels that their child has a need under one or more of the four broad areas of need, the parent should speak to the class teacher as a first point of contact to book a parent-staff meeting. The parent can also phone the school and speak to the SENCO to describe their child's needs.

Once a child's special educational needs have been identified, their progress is monitored through:

- Termly progress reviews
- Weekly staff planning meetings and department meetings
- Pupil observation, questioning and discussion
- Formal and informal assessments, for example;
 - The Year 1 phonics screen
 - Universally Speaking checklists (from The Communication Trust) for language and communication difficulties
 - Class Teacher and standardised assessments for reading, spelling, mathematics, verbal and non-verbal reasoning

- Early Years staff use a digital programme (Evidence Me) to track progress against the Early Years curriculum.
- Discussions at Parent Consultation Meetings which are held termly
- Directly through the SENCO via appointment system
- Teachers in the main school building (KS1 and KS2) are available to talk to parents by appointment. Appointments are organised through the school office. Parents are seen at the earliest possible opportunity.
- Teachers in the Early Years building (preschool, nursery, preschool and reception) see parents daily as they have an open door policy.

What are the common barriers to learning experienced by children/young people at the school?

- Communication difficulties in expressing themselves or understanding what others are communicating
- Poor working memory
- Difficulty with processing information
- Social communication – Autism Spectrum Disorder (ASD)
- Emotional and social difficulties – making friends, relating to adults and peers, emotion management
- Attention and listening
- Specific learning difficulty with reading, writing, or number work
- Sensory processing difficulties
- Physical difficulties e.g. hearing or visual impairment, mobility
- Medical or health conditions which may slow down a child's progress and/or involve treatment that affects his or her education

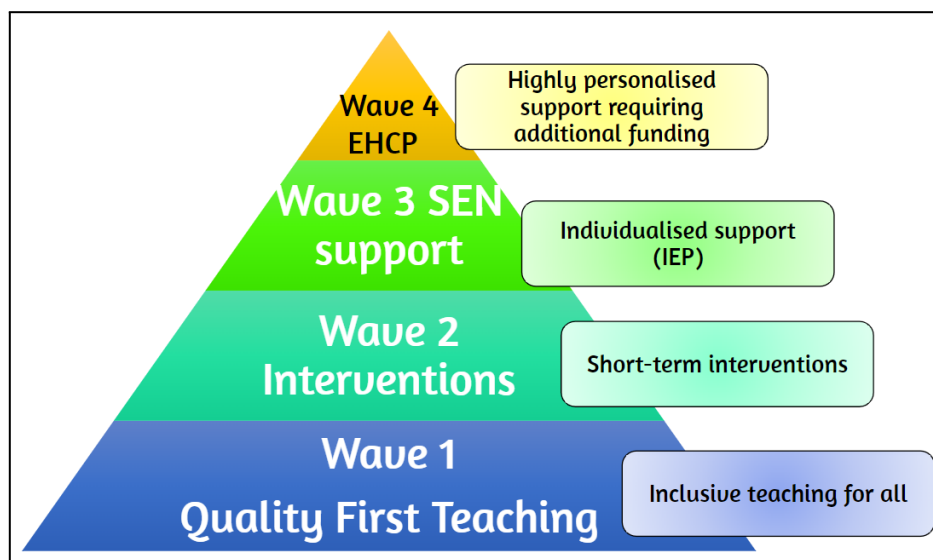
The school has seen an increase in the number of children with autism coming into the school, especially in the Early Years classes. The school has skilled up the SENCO and various class teachers and teaching assistants to meet the needs of these pupils and enable them to have access to the learning environment and curriculum. In planning appropriate provision for these pupils, the SENCO works closely with the child's class teacher, setting up a workstation (if appropriate for the child), and providing resources such as a visual schedule, transition board, colour-coded activity wallets, token board and a now and next board. The SENCO guides the class teacher and TSA (where required) to work with the child and encourage the child to follow adult-led activities and become involved in joint attention activities. This helps to alleviate the child from following his or her own interests all the time. Activities are kept short with frequent learning breaks. The children have access to additional resources such as the farm to further develop their social and language skills. Children with autism tend to play alongside their peers. The class teacher and TSA will encourage your child to play with other children, be it in a turn taking game with a small group or a paired game. The SENCO and class teachers work closely with the child's parents and feedback is given on a regular basis, as much as possible.

What do we do to help children with special educational needs and disabilities?

- The school uses provision mapping software that details all the additional interventions which are provided for all children. The provision map is updated as and when necessary. Interventions are carefully and appropriately selected for each child in accordance with their needs. The interventions are carefully monitored by the class teacher, SENCO and Assistant Headteachers.

- At Raynham Primary School there is an established process to track and alert the SENCO/Class teachers of any concerns. Your child is provided with appropriate interventions or individual support.
- Children are encouraged to become independent learners, and adult support is carefully structured to enable children to become increasingly independent over time.
- The Class Teacher is responsible for the education of all the children in their class and provides Quality First Teaching which incorporates differential methods and styles to meet individual needs.
- TSAs are directed by the class teacher and managed by the Senior Leadership Team.
- The class teacher is responsible for implementing the provision outlined on a child's Individual Education Plan (IEP), which is monitored during Termly Review meetings with the SENCO and Assistant SENCO. Parents and pupils are involved in the setting of IEP targets and you will have the opportunity to discuss your child's work, progress and set additional targets that you may want your child to work on at home.
- Each department leader regularly monitors the teaching and learning in their department, and part of this process is to ensure that pupils with SEND are treated fairly, with respect and are able to have equitable access to learning. The SENCO and Assistant SENCO also monitor the SEND provision in school to ensure that pupils with SEND receive the high quality education they deserve.
- All staff involved with your child can also contribute to the IEPs.
- Concerns are highlighted and monitored over a reasonable period of time and parents are kept informed. If needs persist, then relevant professionals are invited to the school to meet with parents to discuss the child's needs and ways in which they can be supported.
- Your child may have a home/school book to aid communication between home and school. You are also kept informed of training sessions for parents through correspondence from intervention teachers, SENCO and the termly newsletters.

How do we adapt our teaching for children with special educational needs and disabilities?



- Class Teachers plan lessons in accordance with the National Curriculum. Lessons are differentiated to meet individual needs within the class. Specific needs are first met through Quality First teaching in accordance with the SEN Code of Practice. This is known as 'Wave 1' support. For children who need additional support, small-group intervention is put in place either within or outside the classroom (Wave 2). The purpose of this support

is to enable the child to have access to the curriculum in a way/level which is appropriate for them. Children who continue to need additional support are supported through Wave 3 intervention (IEP). Children with more complex needs who require highly personalised provision, and therefore additional funding, are supported by an Education Health and Care Plan (EHCP)- Wave 4 provision.

- Learning tasks are adjusted to enable your child to access the curriculum. Children who require more tactile activities are given practical activities tailored to address their needs.
- Learning resources are carefully chosen to suit individual learning styles/interests/needs.
- Children with more complex needs such as developmental delay or autism may have an individualised daily plan.
- Class teachers use assessment data and observation records to inform planning for children with special educational needs and disabilities.

How do we decide what resources we can give to a child with special educational needs and disabilities?

- The core team support the class teacher in planning for children with SEND and in making decisions about additional adult support where required.
- We have TSAs and Higher Level Teaching Assistants (HLTAs) that support small groups of which your child may be part of in and out of your child's class.
- Parents are kept informed of all the adults working in their child's class. This allows for communication between school and home to take place either daily or weekly.
- Specially trained support staff implement the teachers' modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies are used to support your child individually and in groups.
- Planning and teaching is adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum and extra-curricular activities in school.
- The school adapts the environment, wherever practicable to the needs of the children, including accessing specialist equipment if needed.

How do we check that a child is making progress and how do we keep parents informed?

- Your child's progress is continually monitored by his/her class teacher.
- The school has a Pupil Management Information System that enables teachers, Assessment Coordinators and the SEND Team to track pupils' progress through the collection of data. Teaching staff are able to produce individual learning profiles for each child. This tells us which children are working below, in line with, and above national expectations.
- Your child's progress is reviewed formally every term where assessments are shared in Reading, Writing, Maths and Science. In the Early Years, your child is assessed in 7 areas as outlined in the Early Years curriculum. Progress in other areas, such as attendance, engagement with learning and behaviour are also monitored.
- If your child is in Year 1 and above, but is not yet accessing the National Curriculum, the Engagement Model is used to show smaller but significant steps of progress in how your child engages with learning.
- If your child is in Year 1 and above and is working a year or more below age-related expectations, teachers use the Birmingham Toolkits for Maths and English to show smaller steps of progress in more detail.
- The government requires all schools to assess the children at the end of Reception and Year 6. The results from the assessments are published locally and nationally. Additionally, Year 1 children are assessed in Phonics. Those children not achieving

national expectations for phonics are re-assessed in Year 2.

- The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review meeting with all persons involved with the child's education.
- If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how school and home can work together to support your child.
- A range of methods will be used to keep you informed, which may include:
 - Home/school book
 - Telephone messages
 - Letters/certificates sent home
 - Parent progress meetings
 - Additional meetings as required
 - Reports
- You will be shown ways of how you can help your child through parent English and Mathematics workshops, coffee mornings/training sessions, and parent consultation meetings termly or on request.

What support do we offer for children's health and general wellbeing?

The whole family situation is taken into consideration when supporting and communicating around a child with needs. Confidentiality is kept at all times.

Medical:

- If your child has any allergies, dietary needs or medical needs the school Welfare Officer will invite you into school to create a care plan.
- Care plans are updated yearly and are stored electronically on the school's information management system. Any additional changes during the year will require you to come in and meet with the Welfare Officer who will then update the Care Plan. You will be required to sign and date a hard copy of the Care Plan. You are able to contact the school Welfare Officer at any time during the school day between the hours of 8.30 am and 3.30 pm.
- All medicines are carefully monitored and recorded. Medicines are kept in a cupboard in the welfare room which can be locked and is situated in the playground between our two buildings. We have designated staff that have been trained by medical professionals to administer insulin and check blood sugar levels for our diabetic children. Staff administer medicines in a quiet, safe environment.
- Children who come into school feeling ill or with a medical complaint, or who become ill/have a medical complaint on site are taken by an adult/buddy or responsible child depending on the severity of the illness/complaint to the medical room, where the Welfare Officer logs the illness/complaint onto the school's system. Depending on the type of illness/medical complaint, the Welfare Officer will make a courtesy phone call home informing the parent that their child has had an accident in school, e.g. bumped head. However, in some instances, e.g. high temperature, you will be called to come and collect your child from school.
- Children who have accidents in the playground are either taken to the medical room by an adult/buddy or responsible child or will be attended to by a first aider in the playground. If the accident requires first aid, the Welfare Officer or one of the trained

first aiders will administer first aid.

- Hearing checks for reception children.
- Fluoride dental treatment for Reception children.
- Nasal flu spray for children in Reception, Year 1, 2, 3, 4 and 5.
- If there are any concerns the school Welfare Officer will ring you and discuss any issues.
- We have Healthy Schools status and provide fruit for Early Years and KS1 children and milk for pre- schoolers, nursery and reception.
- A healthy free school meal is available for all children.
- Children with complex medical needs have an initial meeting where all professionals including health and the school nurse are invited in order to discuss ways of managing the child's medical needs in school and the administering of medication for e.g for pupils with epilepsy.
- We have children who require additional adult support in and out of class for various medical needs such as asthma, diabetes, and tube feeding.
- Where personal care is required e.g. nappy/pull up changing, staff do not do this in isolation.

Social:

- Your child's social and pastoral care is very important and sharing your concerns with their class teacher/TSA will help us all to work together.
- Children can access the pastoral officer and inclusion support officer throughout the school day if needed.
- The Inclusion Suite can be accessed by children at breaktimes and lunchtimes if a higher level of social/emotional support is needed.
- Your child is fully included in differentiated activities and pupils are encouraged to work together.
- We have a zero tolerance towards bullying or discrimination of any kind. Please see our Anti-Bullying and Equality policies on the school website:
<http://www.raynhamprimaryschool.co.uk/school/policies/>
- If your child is finding it difficult to make friendships, pastoral support is given through the Pastoral Officer, Inclusion Support Officer or Learning Mentors.
- Social stories are also used to promote social skills and understanding.
- New children are provided with an appropriate buddy.
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher and the core team will be notified.
- Buddies may also be provided for children who are experiencing difficulties or require some support.
- Your child is also supported through lessons delivered through the Personal, Social, Health and Economic (PSHE) curriculum.

Behaviour:

- If your child displays challenging behaviour, the Class Teacher and, where appropriate, Department Leader will keep you fully informed.
- Strategies will be devised and implemented in liaison with you.
- Discussions with parents may be crucial in finding the underlying reasons for challenging behaviour. Appropriate school staff (e.g. Pastoral Officer, Learning Mentor or SENCO) will then endeavor to address any underlying concerns in a positive manner so that the child feels supported.
- Additional support will be provided if needed and advice will be sought from external

professionals, if required.

- The Assistant Headteachers responsible for Early Years, KS1 and KS2, Pastoral Officer, Learning Mentor, and/or the SENCO will keep you informed and if necessary hold a meeting with all the professionals involved and yourself.

Attendance:

- It is important that your child comes to school every day and arrives on time.
- If your child has to regularly attend medical appointments please notify the school immediately and ensure they return to school as soon as possible.
- The Attendance Officer works closely with the Education Welfare Officer (EWO) and families to reduce absences and increase attendance. This involves meeting with parents, collecting pupils from home and sometimes escorting pupils home where required. The Pastoral Officer is involved if the family needs additional support. We meet with parents and occasionally families are taken to court if the child's attendance does not improve.

Safety:

- We have secured exits that allow children to enter the main school playground and we have secured school gates that require parents/carers to press the intercom for access into the school. We also have 2 full time site managers that manage and maintain the daily safety of the building and school grounds. We have fencing all around the school.
- Staff and visitors to the school have to sign in and out on an electronic system.
- We have CCTV around the school.

Child's views:

- From Year 3 upwards, your child contributes to reviewing and setting personal targets on their Individual Education Plan (IEP).
- Your child will attend his/her annual review and contribute to his/her Education Health and Care Plan.
- Your child is encouraged to discuss school issues that can be taken to the House Captains.
- The school values of kindness, responsibility and courage are explicitly taught to all pupils to encourage positive peer relationships.
- If your child has a concern, he/she can go to see the Pastoral Officer or Inclusion Support Officer.
- If your child has shared concerns with you, but they feel they cannot discuss them in school, please make an appointment with the Class Teacher, Pastoral Officer, Inclusion Support Officer or SENCO and share them.

What support does the school provide to develop independence and prepare children/young people for adulthood?

At Raynham, independence and self-confidence are promoted across the school.

- We have Raynham Ambassadors and House Captain roles. Children are encouraged to apply formally for the position which involves them writing a short piece of text about their suitability as a Raynham Ambassador. The child is then invited for an interview and if successful fulfills the post.
- Children are given special roles to fulfill in class and these monitor positions are rotated

regularly to enable all children to experience an increased level of responsibility

- During PSHE lessons, children discuss important current issues and ways that they can be good citizens.
- Where children receive focused adult support, this support is gradually reduced as appropriate to the child's needs, in order for them to achieve a greater level of independence.

What arrangements are in place to support children/young people who are 'looked after' and have SEND?

Currently, there are very few 'children looked after' (CLA) attending Raynham. When we have CLA in school, the safeguarding team monitor the progress and well-being of the children in school, as well as liaise with relevant external agencies (e.g. social services).

Where a CLA also has SEND, the safeguarding team work closely with the SENCO to ensure all of the child's additional needs are being met. This involves fortnightly meetings to discuss the child's progress and to evaluate the support being given.

How do we prepare for children with SEND joining our school and leaving our school?

In the Early Years Foundation Stage you will be visited at home by Class Teachers and Early Years Practitioners. The purpose of the visit is to build up relationships between home and school, and to get to know your child before he/she starts school. A starting school booklet is completed with information on your child's needs, any allergies your child may have, and their likes and dislikes. The information in the booklet helps nursery and reception staff to plan a smoother transition for your child. Your child will then begin school on a part-time basis until your child demonstrates that he/she is emotionally able to attend full time.

Moving classes:

- Transition information meetings for parents in the summer term.
- Relevant information will be passed on to the new class teacher including targets that your child has been working on.
- A social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.
- The child's needs always come first, therefore in some cases the Core SEND team may have meetings to discuss where reasonable adjustments need to be made in order to enable your child to have access to the curriculum.

If your child is moving to Key Stage 3

- A member of the Inclusion Team will invite the secondary staff into school to discuss the child and share strategies.
- Where possible, staff from the new school will visit your child at Raynham.

Additional Resources

- Additionally Resourced Provision (ARP) for children with autism and complex needs
- Nurture Class for pupils who have social, emotional and mental health needs

(SEMH) in KS1 (Year 2)

- LASS (Language and Social Skills) groups for pupils in KS1 with communication needs
- Tiger Team for children with motor difficulties (Reception and Year 1)
- Two learning mentors (KS2) who support children to overcome barriers to learning

Specialist external services we use when we think extra help is needed

Educational Psychologist

Speech and Language Therapist Social Services

Children and Adolescent Mental Health Service (CAMHS)

Outreach:- West Lea Special School, Russet House School, Waverley School, Fern House School

Occupational Therapy

Physiotherapy

Early Intervention Support Service – Foundation Stage Support Team

Joint Services for Disabled Children

Enfield Advisory Service for Autism (EASA)

Primary Behaviour Support Service (SWERRL Team)

My Young Mind Enfield (MYME)

Family Support Service

Parent Partnership:-www.enfieldparents.org.uk/services/parent-partnership-service

Parent Support Unit

Citizens Advice Bureau :-www.enfieldcab.org.uk

Voluntary agencies:

National Autistic Society:-www.autism.org.uk

MENCAP:-www.mencap.org.uk

What training do teaching staff receive?

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Training takes place on a regular basis.
- Staff have the opportunity to attend training courses run by internal and external agencies that are relevant to the needs of specific children in their class.
- Training on Speech and Language Strategies to support children in class.
- Training in supporting children with autism for Early Years, KS1 and KS2 staff.

How do we include children in activities and school trips?

- Individual, group and whole class risk assessments and accessibility are assessed prior to all trips.
- Parents, where necessary, and depending on their child's needs, are involved in the risk assessment. This sometimes involves the mutual agreement of using a buggy for our pupils with physical disability where mobility is compromised.
- Children attend trips at the discretion of school and parents.
- The school provides additional support if required.
- Strategies are provided and shared with parents to prepare pupils for visits and activities.

How do we encourage parents to be involved in school life?

- You are encouraged to discuss any concerns at the first opportunity.
- If English is not your first language, the school will endeavor to provide an interpreter if possible, or you may wish to bring a family member or friend along who can translate for you. It is important that you have a clear understanding of what is going on.
- The school will organise information meetings, workshops, summative reports, mathematics and science fairs.
- Informal discussions, newsletters, school website.
- The school currently has 2 parent governors on the main governing body.
- Parent meetings are held by different departments.
- Phonics and mathematics training for parents delivered by staff.
- Year 6 information meetings around SATs and the Secondary School transfer process.
- ESOL classes for parents for whom English is an additional language.

Who do I contact for more information or to discuss a concern?

- Your child's class teacher is the first point of contact
- Assistant Headteacher for the phase your child is in e.g. Early Years (EY), KS1 (Year 1 and 2), lower KS2 (Years 3 and 4) and upper KS2 (Years 5 and 6)
- Core SEND Team
- If there are family matters that may be impacting on your child, you can talk to the Pastoral Officer, (Mrs Gepp), SENCO, (Miss Fox), or the Inclusion Support Officer, (Mrs Killick).

Who can I contact to make a complaint?

- Formal complaints procedure: speak to the Headteacher who will delegate the investigation process to a member of the leadership team and liaise with the Local Authority Personnel or Safeguarding Team as appropriate. The complaints procedure is on the school website:
<http://www.raynhamprimaryschool.co.uk/school/policies/>

The Local Offer:

In addition to our school offer, Enfield Local Authority have a local offer which is published on the education section of their website. If your child is undergoing a statutory assessment (for an EHCP) you will also be supported by the Local Authority Children's Services SEND Team. They will help you to understand the process.

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

If your child has a special educational need or disability and you wish to look at the school facilities you can contact:

Miss G Fox - Special Educational Needs and Disabilities Coordinator (SENCO)

Miss A Aceng- Assistant SENCO

**This SEND information report was last updated in October 2023.
The next review date will be October 2024.**