



## St Chad's CofE Nursery and Infant School

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# SEND Information Report

**SENDCo:** K Gilsenan

**Link Governor:** C Lightfoot

**Policy Approved** Signed: M Gladwell Date: 5/12/2018

Policy Reviewed Signed: C Lightfoot Date: 14/01/2026

Policy Reviewed Signed: C Lightfoot Date: 12/07/2023

Policy Reviewed Signed: C Lightfoot Date: 15/06/2022

Policy Reviewed Signed: M Gladwell Date: 14/10/2020

Policy Reviewed Signed: M Gladwell Date: 5/12/2018



## Our School Vision and Values

St Chad's CofE Nursery and Infant School is a small school with a big heart, where **relationships come first**. We believe that children learn, grow, and flourish when they feel safe, valued, and understood. Our inner-city school, situated in Normanton near Derby City Centre, has a proud history and strong links with our local community and St Augustine's Church.

We have one nursery class and four infant classes, housed within a Victorian building. The nursery offers part-time places for children aged 2, 3 and 4 years. Children start full-time school in the September before their 5th birthday and continue until the end of Year 2, before moving on to Year 3 in a primary or junior school.

### **LOVE God LOVE Neighbour LOVE Self** (*Matthew 22:36*)

Our school vision takes inspiration from and is deeply rooted in the Greatest Commandment:

*"Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself".*

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of **love, friendship, compassion, and respect** sit at the heart of our school community and underpin every aspect of school life.

Love: "Do everything with love". (*Corinthians 16:14*)

Friendship: "Encourage one another and build each other up". (*Thessalonians 5:11*)

Compassion: "Be kind to one another". (*Ephesians 4:32*)

Respect: "Treat others as you want to be treated". (*Luke 6:31*)

At St Chad's, we see our role in your child's education as an immense privilege. We work relationally to support children to feel safe, regulated, and ready to learn, laying the foundations for them to become confident, resilient, and compassionate lifelong learners. We want every child in our care to:

- know that they are loved, special and valued.
- experience life in its fullness and achieve their fullest potential.
- have a high self-regard and positive mental health.
- make excellent educational progress, regardless of their background or starting points.
- show compassion and respect towards themselves, each other, and their world.
- be equipped with the necessary skills and character to overcome challenges that they may encounter in life.
- flourish with their unique God-given talents in all that they choose to do.

### **Our LOVE Promise**

We seek to be positive role models to our children, guiding and teaching them through our 'LOVE Promise'. We:

**L**ook after our school and each other.

**O**nly ever do our best.

**V**alue everyone and remember our manners

**E**njoy our learning!



In line with Derby City Council's Equal Opportunities guidelines, St Chad's CE Nursery and Infant school promotes equality and fulfils its duties under the Equality Act 2010 towards individual children who have a disability. All children receive equal treatment, regardless of sex, disability, race, colour, religious beliefs, ethnic or national origin and tolerance to differences in others is positively encouraged.

We support the agenda of improving attainment and progression for all pupils and uphold the belief that a good education is crucial for opening opportunities and increasing the chance of a successful life.

### What is SEND and SEND support?

SEND stands for Special Educational Needs and, or a Disability.

SEND Policy and The SEND Code of Practice 2015 states that:

"A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review." CoP 2015

### Derby's Local Offer

Derby's SEND Local Offer is an online one-stop shop for parents and young people to find out about all the services and support on offer to children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND) in the city. Derby City Council, along with all other local authorities, are required to publish information about services they expect to be available in their area. Derby City's Local Offer is available [here](#). It tells parents how to access services and support in Derby City and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

### Who are the best people to talk to at our school about my child's difficulties with learning or SEND?

The class teacher has responsibility for all the children in the class. Teacher's expertise and training will enable them to identify children in the class who may have particular needs. Where a pupil is identified, action is taken to put effective special education provision in place.

Class teacher is responsible for:

- checking on the progress of all children
- identifying, planning and delivering the adapted curriculum in class as required
- personalised teaching and learning
- ensuring that the school's SEND Policy and attention to Equality is followed in the classroom.
- promote high standards for all children with SEND and for them to achieve their best through high expectations from staff.

### Staff with specific responsibility for SEND

#### SEND Team:

School SENDCO: K Gilsenan

SEND HLTA: J Gilsenan

SEND TA: L Lowe

Outdoor TA: T Matthews

ELSA practitioner: N Kay

SENDCo's Contact details are:

Telephone: 01332 345997

Email: [send@stchads.derby.sch.uk](mailto:send@stchads.derby.sch.uk)



Headteacher: K Leach and K Morley  
Telephone: 01332 345997

SEND Link Governor: C Lightfoot  
Telephone: 01332 345997  
Email: (*through the Clerk to Governors, Pam Miles*) [pam-miles123@outlook.com](mailto:pam-miles123@outlook.com)

Welfare Officer: N Kay  
Telephone: 01332 345997

SEND Team are responsible for:

- developing and reviewing the school's SEND Information report/ policy
- coordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support and access to training for teachers and support staff in the school, so that they can ensure students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that parents are:

- involved in supporting their child's learning
- Kept informed about the support their child is receiving, through the Assess, Plan, Do and Review process
- involved in reviewing how their child is progressing and liaising with all other agencies which may be involved with the child e.g., Educational Psychology, Communication and Autism Team, Social, Emotional and Mental Health (SEMH), Social Care and Health Service.

## The kinds of SEND provided for in our school are:

When identifying the nature of a child's special educational needs, the four areas of need considered are:

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every pupil with SLCN is different and the needs may change over time. This may include difficulties with:

- Receptive language (understanding)
- Expressive language (using language)
- Speech (speech sound production)
- Social communication (pragmatics)
- Interaction and play skills
- Listening and attention

### Cognition and Learning

Children with cognition and learning needs learn at a slower pace than their peers, even with support and intervention. This may be for a variety of reasons. Cognition and Learning needs include:

- Moderate/Severe Learning Difficulties (M/SLD) – where a child needs support to access learning in most areas of the curriculum.
- Specific Learning Difficulties (SpLD) – this includes a range of specific learning conditions such as dyslexia, dyspraxia and dyscalculia

### Social, emotional, and mental health difficulties (SEMH)

Children may experience difficulties with SEMH that are a barrier to learning and this can present in a variety of ways including:

- Being withdrawn or isolated
- Displaying challenging or disruptive or disturbing behaviours
- Having a diagnosis of an underlying mental health difficulty such as depression or anxiety



- A diagnosed disorder such as Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.

### Sensory and/or physical needs

A child's sensory and/or physical needs present a barrier to access/learning for a variety of reasons including:

- A sensory impairment – Hearing Impairment (HI), Visual Impairment (VI), Physical Impairment/Disability, Multi Sensory Impairment (MSI). These difficulties may result in the need for additional support and/or physical adaptations to be made in the classroom or use of specialist equipment such as specialist seating, a sloping board or radio microphone.
- A medical condition that requires adult support and management in school.
- Fine/Gross motor difficulties that mean a programme of support is necessary

The school recognises that a child may need support in more than one of these areas.

## How are children with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2015, "a child has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age".

Class teachers make regular assessments of the progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in care and/ or eligible for the pupil premium.

When deciding whether to make special educational provision, a meeting with parents, pupils (if appropriate) and school staff will be arranged to discuss:

- the child's areas of strengths and difficulties
- any parent/carer concerns, any school concerns
- plan any additional support the child may receive, next steps, agreed outcomes.
- discussion around permission for referrals to outside professionals for advice and assessment.

Where a child is identified as having SEND need, the school will seek to remove barriers to learning, through making adaptations to the curriculum and put SEND provision in place.

## How can I let the school know I am concerned about my child's progress in school?

If parents have concerns about their child's progress they should, in the first instance, speak to the child's class teacher. If parents have concerns that their child has an unmet special educational need after speaking to the class teacher, they should contact the SENDCO.

The class teacher will outline parent's concerns to the SENDCO. Observations will be made, and other relevant information gathered. Parents will have a meeting with class teacher and SENDCO and the graduated response will be put in place following the Assess, Plan, Do and Review plan.

Translation will be provided where necessary by staff in school who speak a range of languages and we have thrice weekly input from the 'New Communities Team' (NCAT) who provide translation for parents / guardians in a range of Eastern European languages.

## The SEND support will take the form of a four-part cycle:

If a child has SEND support then the school follows the graduated response, this is known as the Assess, Plan, Do, Review (APDR) cycle.



### Assess

Following a period of 'settling in' after the transition to the class or school, the class teacher and SENDCO will meet to discuss any initial concerns raised by school staff and/or parents. Joint observations will then take place, allowing the class teacher and SENDCO to gather further insight. An analysis of the child's strengths, difficulties, and needs will be carried out, accompanied by a discussion of previous progress and the collection of additional information from prior settings.

The assessment phase incorporates high-quality teaching, targeted support, interventions, and curriculum adaptations for individual pupils, alongside ongoing observations, assessments, and information gathering.

### Plan

If the school decides the child requires SEND support a meeting involving parents and school staff will be held. All staff involved with the child will be informed. Outside agencies may also be involved at this stage or referrals to other professionals may be made with parental consent. Targets are agreed and recorded on our Pupil's Target Planning and Review Document format, this includes the adaptations and support that will be put in place to reduce barriers and support access to the curriculum. Child and parent views are recorded at this point including any support to be given from home.

### Do

Class teacher remains responsible for working with the child daily. Adaptations are implemented in the classroom environment and monitored daily. Interventions both in and outside of the classroom take place to further support individual children's needs.

### Review

The effectiveness of the intervention/support will be reviewed regularly. Impact on the child's progress and the quality of support will be evaluated and any changes needed will be made. This review will involve the child, parents and school staff. Progress made will be celebrated and next steps agreed. These will all be recorded on the Pupil's Target Planning and Review Document paperwork.

Progress is reviewed at regular intervals and formally once each half term where parents meet with class teachers to review the APDR cycle. If it is felt that an Education Health Care Needs Assessment (EHCNA) is needed school will support parents with this process (after 2-cycles of APDR). If child has an Education Health Care Plan (EHCP) an annual review is held and everyone involved with supporting the child will be asked to attend the meeting.

## What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND and barriers to learning.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to fully access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to the child's needs.
- The child is fully involved in learning in the classroom.
- Strategies and recommendations from the SENCO and other external professionals are put in place to support the child to learn.

Specific group interventions.

- This could be for reading, communication, speech and language, writing, phonics, reading comprehension, spelling, Maths, social skills, emotional literacy, physical literacy, listening and attention, sensory needs, physiotherapy or confidence building. These could be delivered by a teacher, TA, or intervention support staff.
- This year, we are running the following interventions:
  - Precision Teaching
  - Little Wandle Phonics rapid catch up



- Individual speech and language interventions under guidance from a speech and language therapist
- Sensory Circuits
- Attention Autism
- Emotional Literacy (ELSA)
- Nurture

Adaptations to curriculum or learning environment are made to remove barriers to learning and to enable children to participate in the curriculum.

- Sitting at the front of the classroom
- Class teacher or TA working with individuals or small groups
- SENDCO child centered planning meetings
- Using adapted, enlarged resources
- Use of ICT
- Working in different areas of school e.g. Hedgehogs class and Rainbow room
- Sensory room
- Use of individual workstations in class
- High motivators and sensory resources
- Adapted teaching
- Use of symbols and a visual timetable
- Reduced school days
- Use of Makaton / sign language / PECS
- Sensory breaks
- Use of Microphone transmitter/Radio system for a child with a hearing impairment
- Sensory Circuits outdoors and in the school hall

There are many more that may be put in place depending on the individual pupils needs.

### Outside Agencies

Parents may be asked to give permission for their child to be referred to a specialist professional, e.g., Educational Psychologist, Speech and Language therapist, Community Paediatrician or school nurse. This will help the school and parents to understand a child's needs better and to support them more effectively.

The specialist professional will then work directly with parents and the child and will make recommendations on support strategies to be used at home and in school.

### What support is there for my child's overall wellbeing?

Any member of staff or the child's family can refer concerns about a child's wellbeing to the SENDCO. Decisions are then made about the appropriate response. Safeguarding, SEND and Equality policies are followed and applied.

Pastoral support is coordinated by the Head Teacher/ Safeguarding Lead, Welfare Officer and Family Support worker and can involve the SEND team and other staff as appropriate. Where there is a social and emotional needs, school staff work closely with families and the child to support their attendance at school and involvement in class learning time. Individual plans are created in-line with our school behaviour policy and relational practice. School promotes good relationships and communication with parents which enable us to work together.

There is a Designated Senior Lead for Mental Health that oversees wellbeing across the school.

Collective Worship, planned Emotional Literacy, ELSA and nurture sessions provide opportunities for children to be reflective and to be able to discuss key areas of SEMH.





School clubs are available to all children and enable them to engage in enrichment activities in small groups. Clubs and group activities include, but are not limited to, sports, Lego, story time, playdough, mindfulness singing, art, music, school council, lunchtime monitors and collective worship leaders.

Other agencies are involved as appropriate and the school nurse attends school to provide input on emotional support, healthy eating, vaccinations, weight management, hearing tests and teeth-cleaning. Other health professionals and and/or specialist educational services are accessed as required.

### How is SEND support allocated to children at our School?

The Headteacher decides on the budget allocation for SEND in consultation with the MAT and school governors, on the basis of needs within the school. The Headteacher, School Business Manager and SENDCO discuss information they have about SEND including:

- Children who have been identified as not making the expected progress
- Children needing extra support
- Children already receiving extra support
- Children who have or will need an EHCP

All resources/training and support are reviewed regularly, and changes made as necessary.

Children will be taken off the SEND register when progress is consistent, and targets/outcomes have been achieved. This will be done following a review meeting with parents, child and school staff.

### Who else could support your child with SEND?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Educational Psychology Service / STePS
- Educational Welfare Officer
- STePS Team for ASD / Social Communication advice/support, Hearing Impaired (HI), Physically Impaired (PI) & Visually Impaired (VI)
- Independent SEND Consultants

Paid for centrally by LA/Health Service:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Behaviour Support Service (LA)
- Multi-agency team (MAT)
- SENDIASS
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Continence nurse
- Physiotherapy Service
- Lighthouse
- Community Paediatrician
- Sensory support for children with visual or hearing needs.

Voluntary Sector:

- Umbrella
- Fun8bility
- Family Fund
- Disability Direct
- Derby City Parent and Carer Forum





- SENDIASS
- Voices in Action
- Bridge the Gap
- Compass Changing Lives
- St James' Centre -Nerohub
- Rose Hill NCAT

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

### What support do we have for you as a parent / carer of a child with SEND?

This section is also appropriate for children who are looked after by the Local Authority (corporate parent)

- Headteacher, Class teacher, class TA, SENDCO, SEND HLTA, Pastoral Support are available to meet and discuss issues, as appropriate to their roles in school.
- The child's target will be reviewed 3 times a year, we will meet with parents to plan and to discuss how things are progressing at a review meeting.
- We will hold meetings with outside professionals where and when appropriate.
- We hold information/transition meetings through SEND coffee mornings.
- We will share information about parent / carer support groups.
- We will provide information about funding, grants or charities which are accessible to parents of children with SEND.
- We will help parents with completing family information forms, when applying for an EHCNA or provide interpreters to explain the process.
- We share information about courses for parents which may benefit individual families.
- The provision of information, resources and support services in community languages and accessible formats.

### How does the school support children with medical conditions?

The school follows the 'Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some children will have an Individual Healthcare Plan (IHCP) in place.

Staff have updated information on conditions and medications affecting individual students and are given training, where appropriate, so that they are able to manage specific medical procedures/ interventions/ treatment the child may require during the school day.

### How is our school accessible to children with SEND?

The site building regulations comply with all relevant accessibility requirements as far as possible but we are constrained by the limitations of being a two-story Victorian school built on a steep slope.

The classrooms and dining hall are on the ground floor. The classrooms have wide entrances and exits, making easy access for wheelchair users to all ground floor areas. The furniture can be easily rearranged to enable access. There is a large accessible toilet and shower. A sensory room with sensory equipment is provided for children with sensory issues or emotional issues to access for a quiet peaceful experience.

The lower playground used by KS1 has restricted disabled access as it is at the bottom of a steep slope. The school field has been developed and the Foundation Stage playground are accessible to all.

STePs and NHS services are available to supply specialist equipment.



Teaching resources and equipment used are equally accessible to all children.

After school and extra-curricular provision is accessible to all children including those with SEND.

Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. All children have an equal opportunity to go on all school visits. If required extra support is provided by staff who have had the medical training needed to support a particular child's needs. Staff have up to date Paediatric First Aid training.

### How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families.

School plans and prepare for transitions between phases of education, supporting visits, arranging meetings with new class teachers, new school, parents, outside agencies and sharing of information and planning the process with parents. School prepares passports, photograph books, social stories and plan extra school visits to support a child's transition. Steps are taken to ensure any transition is as smooth as possible.

Starting school:

- Visits to school
- Induction meetings
- Home visits
- Parent sessions/meetings
- Sharing of information/records from previous placement
- Photo booklet (school, teacher, classroom)/ Social Story
- Gradual transition to the school day if necessary

When moving classes in school:

- Information will be passed on to new class teachers. All relevant information will be shared.
- Sessions spent in new class
- Photos of teacher
- Introduction to new class environment

Children moving to another school: From Infant to Junior school:

- We will contact the school's SENDCO, share relevant information and ensure they know about any special arrangements and support that needs to be made for each child
- All records about the child are passed on as soon as possible.
- Any safeguarding information will be shared with new schools Designated Safeguarding Lead and confidential records handed over in person. A signed receipt will be requested.
- Visits to new school
- Parent sessions
- Share records/ information / targets / reports / EHCP
- Inform of need for staff training in any relevant medical conditions
- Transition meeting with parents, new teachers, current school staff
- Photo booklet (school, teacher, classroom)
- Updated child information / one page profile
- Annual Review of EHCP will be completed with an LA SEND officer in the Autumn term before transition. Parents will be asked to stipulate a preferred choice of school for their child to continue their education.

### How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council, child questionnaires, class discussions.



If your child has an EHC Plan, depending on their age, they will be given the opportunity to be involved in writing and reviewing their own outcomes. All review meetings are “child centered” meaning that the needs of the individual child are at the center of the process and any decisions that arise from it.

Children are also given the opportunity to share their views on their One-Page profiles which inform members of staff about their strengths and difficulties.

### What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school.

This year we will cover/ have covered:

Training	Staff	Date
<b>Safeguarding</b>		
DDAT Safeguarding Updates and training for Designated Safeguarding Leads.	KL, KM, KG	February 2023 March 2023
<ul style="list-style-type: none"> <li>- Network</li> <li>- Managing allegations</li> <li>- Conference</li> </ul>	KL, KM	Jan 2024
National College	KL KM KG	February 2024
<ul style="list-style-type: none"> <li>- Domestic abuse</li> <li>- Fire safety</li> <li>- GPDR</li> <li>- Harmful sexual behaviour</li> <li>- Online safety</li> <li>- Prevent</li> <li>- Safeguarding</li> </ul>		
Safeguarding Level 3 refresher	KG KL KM	February 2023  June 2024  September 2024
Managing allegations	KM	October 2023
Neglect and Graded Care Profile (level 3)	NK	September 2023
Working together to safeguard children	KL	Jan 2024
Annual certificate in safeguarding for staff for Primary School and Academies (2024-2025)	KG	September 2024
Working Together: Everyone's Responsibility (Level 3)	KG	November 2024
Safeguarding and PREVENT	KM	March 2023



PREVENT awareness	NK	March 2023
Private Fostering	KM	Jan 2024
Safer Recruitment	KL, TB-W KM, KG	June 2022 March 2023 February 2024
Safeguarding Training	All Staff	INSET September 2021 INSET May 2022 INSET September 2023 Timetabled 2024 INSET 2025
Full Paediatric First Aid	KG, KL, HW, KM NK, JG, GS	June 2021 January 2022 March 2023 (expires 2026)
Emergency Paediatric First Aid	KL, LH, HW, KH RT, NR, JG, AB, GS, RB, CW CN, UI, AML, PG, NB, RS, RT, LH, HW, RB, RB, HC, AA, CM	June 2020 June 2022 September 2023 May 2024 (expires 2027)
Administering Medicines Inhalers/ Epi pens	KL, AB, GS, HW, KG, KH, LH, NH, RB, RukB, SK, UI SL, JG	September 2020 September 2023
Kite Epilepsy training	JG, SL	February 2023 March 2023
Health and Safety Training	All Staff KL	Annual INSET (Smartlog/National College) January 2025
LA threshold briefing	KL	February 2025
<b>SEND specific training</b>		
De-escalation and positive language behaviour	KL, teachers, ReB, JG, SK,	May 2022
Trauma informed training	All Staff	July 2023 September 2023
NASENCO training	KG	April 2023-June 2024



Hearing Impairment and curriculum support.	Staff working with specific children with HI	January 2022 September 2023 September 2024 October 2025
Lego -Based Therapy (STePs)	All staff	December 2023
Mental Health and Pupil Wellbeing	HT	March 2022
Attachment and Trauma training	KL, KG, NK	October 2023 – June 2024
ELSA training Supervision	NK	September 2022 Every half term 2022-2026
Revised EYFS Framework	KM	Jan 2022
PSHE and personal development	KL, SK	April 2022
Little Wandle Letters and Sounds	All teaching staff	September 2021
SEND Little Wandle	KS1 Staff	September 2023
Ensuring an autism friendly environment training	All staff	December 2022
Attention Autism	JG SL, PG, HC	Jan 2022 June 2023
Introduction to ASD	All staff	July 2024
PB Behaviour coach Introduction to understanding the brain	All staff	December 2023 Every half term 2024-2026
Zones of Regulation	All staff	January 2024
PECS	PG, HC NB, KG, RS	July 2023 April 2024
WIDGIT	LH, MB, HW	September 2024
Disadvantaged Network Meetings	KM	Termly
SENDCO Network MAT / LA Meetings	HC, KG	Termly
INCLUSION Conference (LA)	KG, HC KG	June 2023 June 2024 June 2025
Positive Handling	JG, NK KG, KM, KL	March 2025



INSET: Restorative Practice: relational behaviour updates	All staff	July 2025
INSET: Inclusive attendance	All staff	July 2025
Sensory Circuit training (STePs)	KG, EM, LH, HW, HF, AA, UI, SK, RT, MB, SL, NK, JG, TM, LL, RB, RB	September 2025
DDAT SENDCO supervision	KG	October 2025
SENDCO induction (LA)	KG	October 2025
Structured play training EP	KG, EM, LH, HW, HF, AA, UI, SK, RT, MB, SL, NK, JG, TM, LL, RB, RB	October 2025
An introduction to Executive Functioning (Pete Benyon)	KG, EM, LH, HW, HF, AA, UI, SK, RT, MB, SL, NK, JG, TM, LL, RB, RB	January 2026
EBSNA (STePs)	KG, GS	December 2025
Reflective Supervision training (EP)	KG, EM, KL, KM	January-July 2026

### What if I want to complain?

The school has a Complaints policy which can be found on our school website.  
 If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.  
 If you still want to complain you can do so in writing to:  
 Ms Kathryn Leach and Mrs Katie Morley - Headteacher  
 Please see the complaints policy for full details.

### Linked documents on the school's website include:

Attendance Policy  
 Admissions Policy  
 Anti-Bullying Policy  
 Accessibility Plan  
 Behaviour Policy  
 Complaints Policy  
 Equality and Diversity policy  
 Health and Safety Policy  
 Inclusion Policy  
 Safeguarding and Child Protection Policy  
 Supporting pupils at school with medical conditions 2014  
 SEND and Inclusion Policy  
 GDPR



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