Dunnington C of E VA Primary School

Special Educational Needs and Disabilities (SEND) Policy

'We Care, We Believe, We Succeed – together.'

Our Christian Vision

'Encourage one another and build each other up' (1, Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

• respect each other's beliefs
• care for each other and the environment
• connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

Policy Author	Mrs Charlotte McGrath - SENDCo
Policy Approved by	Full Governing Body
Date Approved	29th January 2026
Signed by Chair of Governors (Emma Daniell)	
Review Date	January 2027

Contents

Subject	Page Number
1) Introduction	2
2) Legislation and Guidance	2
3) Aims	3
4) Definition	3
5) Roles and Responsibilities	4
6) The different types of SEND	5
7) Identifying Special Educational Needs	5
8) SEND Support Register	7
9) Managing pupils on the SEND Support Register	9
10) Supporting pupils and families	9
11) The role of the parents of pupils with SEND	10
12) Monitoring and the evaluation of SEND	11
13) Partnerships with external professionals	11
14) Supporting pupils at school with medical conditions	12
15) Training	12
16) Allocation of resources	13
17) Storing and managing information	13
18) Access arrangements	13
19) Dealing with complaints	14

Introduction

This policy refers to children and young people with special educational needs (SEND) and disabilities including why and how Dunnington C of E (VA) Primary School works with them. The guiding principle informing this policy is ensuring that, through its Christian ethos, children and young people with SEND and disabilities (SEND) are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important pupils.

We are a school of 100 pupils located in a rural area of South Warwickshire. We have 11% of our pupils who have a registered entitlement to free school meals and approximately 23% of our pupils are recorded as having SEND Support.

When assessing needs of pupils to decide whether to place them on the SEND Support register the Code of Practice (2015) identifies four broad areas of SEND:

- Cognition and learning
- Communication and interaction
- Social, emotional or mental health
- Sensory and/or physical

The SENDCO aims to establish close working relationships between pupils, staff, parents, carers and outside agencies so that pupils can be helped in a fully supportive environment.

Our approach to special needs aims to ensure that the most accurate assessment of the child's special educational needs is made and the most appropriate form of provision is identified. Our SEND policy is one of inclusion and we seek to give all children access to a full range of educational opportunities which children of their age range are entitled to. We are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils what their needs or ability.

"Every teacher is a teacher of every child or young person including those with SEND"

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Aims

The aims of this policy are:

- To ensure that Dunnington C of E (VA) Primary School complies with and implements effectively the requirements of the Children and Families Act 2014, the Equality Act 2010, the SEND and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance.
- To ensure that every pupil with special educational needs and/or disabilities has the maximum opportunity to make progress so that they:
    - Achieve their best
    - Become confident individuals
    - Make a successful transition into different stages of their life

Our objectives for SEND are:

- To raise the aspirations of and expectations for all pupils with SEND, school provides a focus on outcomes for children and young people and not just hours of provision/support;
- To identify and provide for pupils who have special educational needs and additional needs;
- To involve parents/carers and pupils in developing a partnership, enabling them to have full confidence in the strategies adopted by the school;
- To ensure that all children with extra educational needs are identified and assessed as early as possible;
- To work within the guidance provided in the SEND Code of Practice 0-25, 2015;
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- To provide support and advice for all staff working with pupils with special educational needs.

Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENDCo

The SENDCo is Charlotte McGrath – mcgrath.c2@welearn365.com

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

The different types of SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Moderate/severe/profound and multiple learning difficulties

Identifying Special Educational Needs

At Dunnington C of E (VA) Primary School, the progress of all pupils is monitored throughout the school by the Senior Leadership Team. Each class teacher is responsible and accountable for the progress and development of the pupils in the class, including where pupils access support from teaching assistants or specialist staff. Where the teacher is concerned about a pupil's progress, the following procedures are followed.

Children's needs will be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data

- Classroom-based assessment and monitoring arrangements. (Cycle of: Assess, Plan, Do, Review)

- Follow up of parental concerns

- Tracking individual children's progress over time

- Liaison with feeder nurseries on transfer

- Information from previous schools

- Information from other services

- Maintaining a provision map for all learners which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.

- Undertaking, when necessary, a more in-depth assessment of individual needs - this may include the use of a range of commercially available assessments, carefully choSEND to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.

- Involving an external agency where it is suspected that a special educational need is significant.

Pre-SEND category 'Monitoring' - In order to meet the needs of individual pupils and gain additional support from other agencies it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance before providing a range of intervention strategies to support the needs of the pupils.

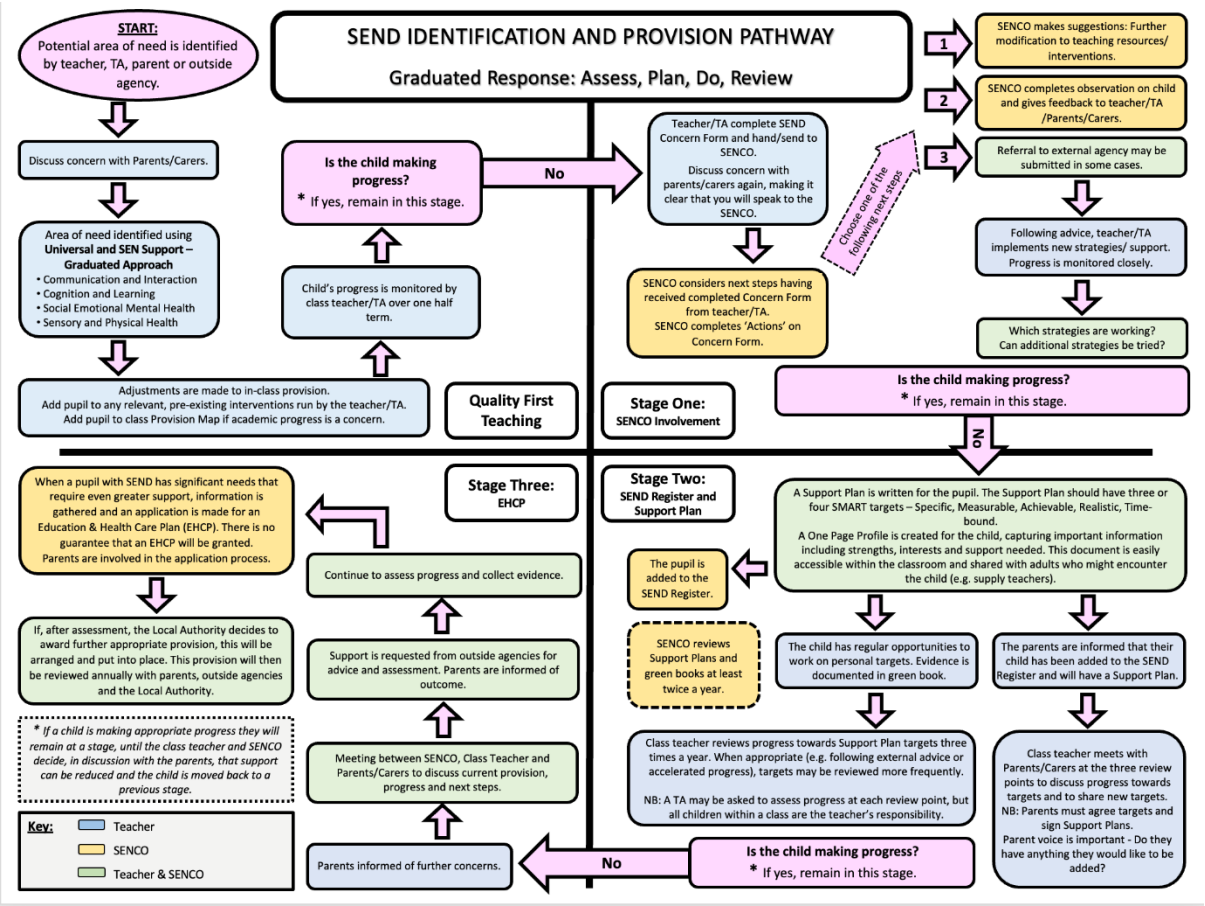
- The child's parents are kept informed of the teacher's concerns and are encouraged to contribute their knowledge and understanding of the child and raise any concerns
  .
- Where additional support may be required, an 'Assess, Plan, Do, Review' will be put in place through a specific intervention. Interventions are reviewed on a 6-week cycle.

- Detailed records of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed are maintained. Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the SENDCO should be consulted and an 'Initial concerns' form is completed.

- This can lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

- At this point, the school has a duty to inform the child's parents/carers that additional educational provision is being sought for the child because the child might have SEND. A discussion would take place with parents/carers and, with their conSENDt the child's name will be placed on the school's SEND support register.

- The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.



SEND Support Register

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- Quality First Teaching (QFT) is provided for all of our pupils. Differentiating QFT is the first step in responding to pupils who have or may have SEND. In some cases, additional short-term intervention, outside of the classroom, is also provided to support pupils.

- Interventions are organised by an, 'Assess, Plan, Do, Review' approach. Interventions are reviewed on a 6-week cycle.

- When a pupil is identified as needing SEND Support, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. These interventions are recorded on a whole class Provision Map.

- Strategies for pupils' progress will be recorded on a personalised 'Individual Provision Map' (IPM).

Individual Learning Plans:

- Are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working documents which can be constantly refined and amended.

- Will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.

- Targets will address the underlying reasons why a pupil is having difficulty with learning.

- Will be accessible to all those involved in their implementation – pupils should have an understanding and 'ownership' of the targets.

- Have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.

- Will be based on informed assessment, discussion between class teacher, SENDCo, parents and pupil and, where necessary, will include the input of outside agencies.

- Regular meetings with staff ensure that we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The SENDCo, along with the teaching staff create class provision maps to ensure additional support is being provided. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

- The SENDCo and the teacher consider of all the information gathered from within the school about the pupil's progress, alongside national data and expected progress. This includes high quality and accurate formative assessment, using effective tools and early assessment.

External Agencies - For higher levels of need, the SENDCo draws on more specialised assessments from external agencies and professionals.

- At a review meeting the school and parents might decide to request help from external support services.

- These consultants usually see the child in school, if this is practicable, so that they can liaise with class teachers regarding targets and accompanying strategies.

- The support could include assessment, writing reports or sharing advice. The kinds of advice and support vary according to the needs of the child.

- These agencies normally include some of the following: Educational Psychologist (EP), Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Occupational Therapy (OT), Speech and Language Therapy (SALT) and the School Nurse.

Statutory Assessment - The SEND needs of the majority of children in Dunnington C of E (VA) Primary School can be met effectively through additional intervention and Quality First Teaching. However, in a small number of cases, where the child remains a significant cause for concerns, the school alongside parents may ask for a statutory assessment through Warwickshire LA.

- Statutory Assessment constitutes consideration by the LA working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide if the assessment is required. The school is

aware that Statutory Assessment does not always lead to an Education Health and Care Plan (EHCP), Warwickshire Local Authority (LA) seeks evidence from the school that demonstrates strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's additional needs and the action taken to deal with these needs.

EHCP – When Warwickshire LA has completed its assessment of a child, it will decide whether to issue an EHCP.

- The EHCP should be specific and clearly outline the provision necessary to meet the needs of the child. Dunnington C of E (VA) Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the National Curriculum and any appropriate exclusion from the application of the National Curriculum ad changes needed to be maintain a broad and balanced curriculum.

Managing Pupils on the SEND Support Register

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body; the school's Headteacher, SENDCo and all other members of staff have important responsibilities.

At Dunnington, the SENDCo is responsible for managing and updating the SEND Support register along with support from the Headteacher and class teachers. This register is reviewed at the end of each term after IPM review meetings and pupil progress meetings have taken place.

Supporting Pupils and Families

Involvement of Pupils

At Dunnington C of E (VA) Primary School we recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them, what they need to do to achieve them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets using their Individual learning Plan.

Involvement of Parents and Carers

At Dunnington C of E (VA) Primary School we seek to work in partnership with parents and carers. We see this as vital if pupils are to get the support and encouragement they need to make good progress. Such support is particularly important for children with special educational needs.

- Working effectively with all other agencies supporting children and their parents.

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen to concerns and act appropriately.
- Focusing on and celebrating the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

The Role of Parents of Pupils with SEND

Dunnington C of E (VA) Primary School will ensure that parents and pupils are involved in decisions about what SEND provision should be made. Dunnington C of E (VA) recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support progress and learning. The views of the children and their parents will be heard and incorporated into the planning to meet their needs.

The aim is to have a productive partnership with parents-

- The SENDCO ensures that parents are kept informed of the work carried out with and support provided for their child and copies of IPMs are SENDt home.
- Parents are encouraged to contact the SENDCO or class teacher if there are concerns, they wish to discuss.
- Parents are invited to contribute to review processes.
- All contact with the parents is recorded.

Monitoring and the Evaluation of SEND

The following success criteria are seen as indicators that the school's SEND policy is functioning effectively when monitoring and evaluating the effectiveness of our provision:

All children with SEND:

- Are identified at an early stage and provided with the appropriate provision
- Receive classroom observation by the SENDCo and/or Headteacher
- Have appropriate differentiated work that they can access
- Undergo assessment of progress made in intervention groups
- Will make appropriate progress against individual targets
- Receive informal feedback from staff
- Have interviews when setting new targets or reviewing existing targets
- Have progressed tracked using assessment data (whole-school process)
- Have their attendance records monitored
- Regular meetings about pupils' progress with class teachers, parents and carers, SENDCo and Headteacher
- Headteacher's report to parents/carers and Governors
- Are being appropriately included into the school and receiving the provision they need
- Parents and carers see the value in the SEND policy and are working with the children to achieve it.

In addition, the governing body will monitor the work of the SENDCo through:

- Considering Headteacher reports that reflect the activities of the SENDCo and any other current issues;
- Considering reports from the SENDCo;
- Having regular discussions between the SEND governor and the SENDCo;
- Invite the SENDCO to attend meetings at regular intervals to report in person.

Partnership with External Professionals

Close links are maintained with support services in order to ensure that the school make appropriate provision for children with SEND.

Where it is necessary to contact outside agencies the SENDCO will make the necessary arrangements and discuss with the parents and carers accordingly.

These agencies normally include the Local Education Team including the Educational Psychologist (EP), Speech and Language Therapy (SALT), SEND Supported, Occupational Therapy (OT) and the School Nurse.

Support services are involved in the implementation of the school's SEND policy in the following ways:

- Advising staff in schools as to the most appropriate strategies for supporting a child's learning;
- Liaising with the SENDCO, class teacher, parents and carers, other agencies as appropriate;
- Providing INSET;
- Monitoring and evaluating provision with the SENDCO or class teacher;
- Attending review meetings as appropriate

Initial referral to support services takes place after a review meeting. It is expected that parents will have been involved in discussions about their child's needs from the outset. Seeking parental consent is essential when referring a child to an external agency. Most support services require that a referral form is filled in, drawing on information from SEND and class records. IPMs and school programmes of support are needed as evidence.

Where pre-school agencies alert the school to particular needs of a child, the support and advice of those who have been working with the child already are drawn on to inform support programmes. These agencies are encouraged to continue liaising with the school during the child's early days.

Information about the involvement of external agencies is recorded in date order within the pupil's individual SEND files. Dates of meetings and outcomes are recorded; where necessary telephone calls are logged and other information is recorded. This information is held by and monitored by the Headteacher and SENDCo.

Supporting Pupils at School with Medical Conditions

Dunnington recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may have special educational needs (SEND) and may have a statement or Education, Health and Care Plan (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Dunnington will make reasonable adjustments to meet individual needs:

- We will liaise closely with medical practitioners.
- Regular involvement of the school nurse in decision making processes.
- Staff undergo appropriate training to ensure the best possible support is provided.

Training

In order to maintain and develop the quality of teaching and provisions staff training needs are identified and appropriate CPD opportunities are taken up.

All teachers and support staff undertake induction of taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Local Authority ran SENDCo network and cluster meetings in order to keep up to date with the local and national updates in SEND.

Allocation of Resources

In order to give every child with SEND access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual SEND requirements.

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The SEND budget figure is included in the whole school annual budget. The money is used to fund classroom assistants to support SEND pupils. The Headteacher informs the governing body of how the funding allocated to support SEND has been deployed.

The Headteacher and the SENDCo meet to agree how to use funds. The SENDCo maintains a provision map to show allocation of 'human' resources in supporting the needs of SEND children as well as maintaining a list of physical resources available to staff to enable them to support children with SEND.

Storing and Managing Information

Each class teacher receives copies of information including letters, reports and assessments from support services as well as IPMs for each child receiving SEND Support. Master copies are also kept in the pupil's individual SEND folder, which can be accessed by staff at any time.

IPMs have a space for reviewing progress against targets.

The SENDCo, with the support and assistance of class teachers and SEND assistant, is responsible for keeping the SEND Support Register up to date and for ensuring the confidentiality of the information on the register.

The SENDCo will update the SEND record keeping file termly.

The SENDCO will liaise with pre-school groups to obtain records on pupils entering the school with SEND. The SENDCo will obtain any health/medical records necessary to fully integrate a pupil into school.

Pupils in Year 6 who are receiving SEND Support will have their SEND records forwarded to the SENDCo at their new Secondary School.

Access Arrangements

Pupils with SEND and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEND and adjustments are made for disabled pupils.

The school is a purpose built school. It has appropriate access for wheelchairs. In additional the school has a disabled toilet.

The SENDCo helps pupils access the national curriculum by:

- Providing support in lessons;
- Offering provision in the afternoons;
- Helping staff develop differentiated tasks/activities;
- Providing staff with alternative and appropriate teaching strategies and approaches;

- Ensuring staff attend regular CPD sessions on current SEND topics (linked to pupil difficulties within our school)

Dealing with Complaints

Complaints regarding any aspects of SEND are best handled by those people working most directly with the child. Therefore, parents should always discuss their concerns with the class teacher.

If the parents and the class teacher are not able to come to a satisfactory understanding, then the parents should be encouraged to talk to the SENDCo.

In the event of agreement and understanding still not being reached then the parents should talk over their complaint with the Headteacher.

If it proves difficult to resolve the complaint in any of these ways, then a formal complaint should be made in writing to the clerk of the Governors. The final arbiter on matters of school SEND policy will be the Governing Body.

Under the new Code of Practice 0-25 (2015), Parents of children who are receiving SEND Support may appeal against the decision made by the LEA though an independent body called the SEND Tribunal. A leaflet produced by the DFEE outlining the procedures to follow for making an appeal can be made available to parents who may feel they are such a position.

Specialist Resource Provision: The Oversley at Dunnington

Dunnington CE Primary School is proud to host *The Oversley*, a Specialist Resource Provision (SRP) for pupils with Social, Emotional and Mental Health (SEMH) needs. The SRP forms a core element of the school's graduated approach to SEND and reflects our commitment to providing inclusive, high-quality, and needs-led support for all learners.

Purpose and Ethos
The Oversley provides an alternative and enhanced level of provision for primary-aged pupils whose SEMH needs cannot be fully met through mainstream support alone. Its central aim is to offer a safe, nurturing, and therapeutic environment in which pupils can develop the emotional regulation, relational skills, and confidence required to engage with learning more effectively. The ethos of the provision is rooted in building positive, trusting relationships with pupils, families, and external professionals, ensuring a holistic approach that promotes wellbeing, resilience, and successful long-term outcomes.

Access and Admission
Admission to The Oversley is determined through the Local Authority's placement processes. All pupils attending the provision have an Education, Health and Care Plan (EHCP) identifying SEMH as their primary area of need. The provision accommodates up to eight pupils, allowing for high levels of individualised support and close, consistent relationships with the specialist team.

Approach to Support
Pupils within The Oversley benefit from targeted, specialist programmes designed to address their SEMH needs. These may include:

- structured emotional literacy interventions
- therapeutic activities and approaches
- bespoke behaviour regulation strategies
- social skills programmes
- opportunities for restorative work
- personalised learning and curriculum access

These interventions are delivered within a nurturing setting and are regularly reviewed in collaboration with families, class staff, and relevant professionals.

Integration and Inclusion
A key feature of The Oversley is its commitment to *individualised integration* into the wider school community. Transition into mainstream classes is carefully planned and tailored to each pupil's strengths, needs, and readiness. Integration timelines are not predetermined; they are flexible and responsive to each pupil's progress. This ensures that every child feels secure, supported, and able to succeed. Pupils may access mainstream lessons, social times, and school activities as part of a gradual and bespoke integration plan.

Leadership and Staffing
The Oversley is led by the Specialist Lead Teacher, **Mrs Margaret Raughter**, who is experienced in SEMH provision and therapeutic approaches. She is supported by **Mrs Jo Dunbar**, Specialist SEND Teaching Assistant. Together, they work closely with the school's SENDCO and wider staff team to ensure that provision is consistent, high quality, and aligned with pupils' EHCP outcomes.

Collaboration and Partnership
The SRP maintains strong links with families, external agencies, and community partners. Regular multi-agency meetings support a coordinated approach to each pupil's development, and parents/carers are actively involved in planning, reviewing, and shaping their child's support. This collaborative approach ensures continuity, promotes shared understanding, and underpins positive long-term progress.