

Pimlico Academy SEND Information Report

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Westminster Council produce a Local Offer detailing the range of services available for the education of students with SEN in the borough. As part of this, schools are required to provide details about their own contribution to the local offer – called the school offer. Details of this can be found below.

Relevant school policies and other information

Disability and Accessibility Policy

SEND Policy

Supporting Pupils with Long Term Medical Conditions

Anti-Bullying Policy

Behaviour Policy

SEND Code of Practice 0-25

<http://www.pimlicoacademy.org/pimlico-academy/academy-policies/>

What kinds of Special Educational Needs are provided for at Pimlico Academy?

Within Pimlico Academy's Inclusion Department, we support students across 3 Centres:

Learning and Cognition Support – for students with Specific Learning Difficulties such as Dyslexia, or Moderate Learning Difficulties that affect students in a range of Cognitive areas

Emotional and Social Support – for students who struggle to engage in the social

from students needing short-term assistance during a turbulent time in their life, to students with a recognized condition such as ADD or ADHD.

Language and Communication Support – for students who have Speech, Language and Communication Needs, a Specific Language Impairment or a range of communication difficulties.

Students whose need is primarily sensory and/or physical have their support overseen by the SENCO or within the Centre that most closely matches their need. For example, a student with a hearing impairment may have their support provided for by the Language and Communication Centre.

Students with medical needs

Pimlico Academy is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:

- play a full and active role in school life
- access and enjoy the same opportunities at school as any other child, including school trips and physical education
- remain healthy and safe
- achieve their academic potential

If a student has a medical need they will have a Care Plan which is compiled in consultation with parents under the guidance of the school nurse and/or welfare officer. The plan is discussed with all staff who are involved with the student.

Staff receive regular medical training delivered by the school nurse and are aware of where they can access further information as necessary.

Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

Who are the best people to talk to at Pimlico Academy about my child's difficulties with learning, special educational needs or disability?

Talk to your child's iSpace tutor about your concerns. If the concern is with a particular subject, you should speak to your child's subject teacher.

It is likely that the class teacher will have discussed your concerns with Gary Aubin, the school SENCO/Head of Inclusion, or one of our 3 Heads of Centre*. You may wish to email, telephone or arrange a meeting with the SENCO or with one of our Heads of Centre within the Inclusion Department (contact details above).

If you continue to have concerns you can arrange to discuss these with Tony MacDowall, the Vice Principal. The CEO Paul English can be contacted for any concerns

(*See Roles and Responsibilities below.)

How do we identify and assess pupils with SEN?

The SEN Admissions process informs us of those with Statement and/or Educational Health Care Plans. For students with such plans, we are able to plan for as seamless a transition as possible in meeting their needs in their new secondary provision.

We also gain information about students' SEN before they arrive, through:

- Parent-supplied information on school application forms and at entry interviews
- Shared communication between primary schools and Pimlico Academy on the specific needs of individual pupils, in the summer term prior to the child starting.
- Close liaison with parents and primary SENCOs before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where a Statement/EHCP states certain types of provision.
- In-school testing of all Year 7 pupils prior to them starting at Pimlico Academy, including the Suffolk Reading Test, Strengths and Difficulties Questionnaire and Cognitive Ability Tests.

Once students have begun their time at Pimlico Academy, further identification and assessment can be done through:

- In class observations of all classes for the first weeks of term for Year 7 classes
- Teacher feedback and continual progress monitoring to inform where a child may need extra support
- Weekly meetings between each Year team (Head of Year and Pastoral Support Manager) and the Inclusion team, including the SENCO and all Heads of Centre.

Further specific screening tests can be carried out according to need, to recognise students with traits of dyslexia or dyscalculia, as well as tests that look at handwriting speed, spelling accuracy and reading ability.

In more complex cases we feed into external services including Speech and Language therapy, the Educational Psychology Service, CAMHs and Visual/Hearing Impairment Services

Admissions arrangements

Full information on our admissions arrangements can be found in our admissions policy, on the school website (see link above)

How will students be supported to be part of the school setting?

All areas of the building are fully accessible for people with disabilities or limited mobility.

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

The Pimlico Academy policy on Behaviour takes full account of the new duties under the Equality Act.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Full information can be found in our Disability and Accessibility policy (see link above)

How does Pimlico Academy address bullying?

Our Anti-Bullying Policy makes it clear that all our students have the right to feel safe from bullying.

We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Full information about how we deal with bullying can be found in our Anti-Bullying Policy (see link above)

How is my child included in all the same activities as his/her peers at school?

Pimlico Academy is an inclusive school and committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children.

When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

You should also feel free to contact your child's iSpace tutor if you have any concerns.

What support will there be for my child's happiness and well-being at Pimlico Academy?

At Pimlico Academy we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that your child's class teacher, the Teaching Assistants, Intervention tutors and the SENCo are available to provide support to match your child's needs. The Year team are also responsible for taking actions to ensure your child's wellbeing in school, especially the Pastoral Support Manager for your child's year group.

Our Student Development Centre (SDC) provides students with a place to work when they are not managing in the classroom. Use of the SDC is at the discretion of the Inclusion Department and the Year team. The SDC is one aspect of the work of the Emotional and Social Support Centre within the Inclusion team.

You should also feel free to contact your child's iSpace tutor if you have any concerns.

How will Pimlico Academy support my child in transition stages?

We liaise closely with the local primary schools to ensure we know as much as possible about the support needs of our new students. We are able to discuss with the relevant teachers any individual needs, and meet with all new parents and students in the summer term before students begin Year 7. We also run a 'Going Places' transition group for students who we believe may find transition challenging. All Year 6 students visit Pimlico Academy three times – for baseline testing, for a Taster Day and for an interview with a member of the Senior Leadership Team.

When Year 7 students start in September, they have 2 days without the wider school population. This helps to ease anxiety about being in a school that will be significantly bigger than their primary school.

At Pimlico Academy we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an Inclusion Department that communicates well with all teaching staff, and strong systems for reporting progress.

If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society. We support students in their applications to further and higher education or training upon leaving Pimlico Academy.

If a student leaves Pimlico Academy to join another primary school, we will ensure all relevant information is shared, in agreement with parents.

During year 11, the Inclusion Department staff will support students with SEN with applications for school, college, apprenticeships or employment opportunities.

How will the curriculum and the school environment be matched to my child's needs?

At Pimlico Academy we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.

We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children.

Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

Many of your child's lessons will be taught with other students who have a similar ability in that subject. Teachers are therefore able to pitch the lesson at a level that supports but also challenges your child in their learning.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Pimlico Academy regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

We know the needs of our students very well and use data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action such as targeted support or intervention.

If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, large print materials or notebooks.

How will you support my child to reach his/her learning outcomes?

Every Department in the school has responsibility for ensuring that your child is able to achieve in their subject. Their progress will be closely tracked, and fed back to parents

Many students will also have support from Teaching Assistants in class.

External agencies and specialists may also review your child's progress and adapt their planning accordingly.

We have Intervention Tutors in school who support certain students in school to reengage with their learning.

Our approach to teaching pupils with Special Educational Needs

Centres run a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided takes a 3-tiered approach to supporting learning:

Universal – this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of

- a) **assessing** your child's needs
- b) **planning** the most effective and appropriate intervention
- c) **providing** this intervention and
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular Curriculum. You will be kept informed of your child's progress towards learning outcomes. See below for the full list of interventions we offer at Pimlico Academy.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Such specialists may include Speech Therapists or Educational Psychologists. Sometimes the school will enlist the services of external professionals, such as occupational therapists, sensory advisory teachers or services provided by the Local Authority. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

Written reports will be sent home after every Assessment Point (2 in Key Stage 3, 3 in Key Stage 4)

Every method of supporting a child in Pimlico Academy has clearly identified measures of success. This will include feedback from the child and parents, as well as the use of data to assess impact, and feedback from teachers where appropriate.

You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

All pupils and their parents/carers are invited to meet teaching staff and Inclusion Department staff at parents' evenings to discuss progress and any concerns.

All students with Statements/EHCPs will have annual reviews to monitor progress against objectives and plan future objectives, in partnership with parents.

How does Pimlico Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At Pimlico Academy we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.

Regular professional development ensures that staff at Pimlico Academy are fully aware of how to cater for a range of Special Educational Needs.

The Inclusion Department team are in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school, and how to help support those needs in the classroom.

The school is able to access training programmes from different organisations including the Triborough Training and Outreach team.

Individual training can also be arranged when necessary.

The SENCO and Deputy SENCO have completed the National Award for SENCOs (Postgraduate Certificate), and use the skills gained on this qualification to support teachers in their practice

How will the school consider my views and those of my child with regard to her/his difficulties with learning special educational needs or disabilities?

We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning.

You will be able to share your views over email, by phoning the Inclusion Department, or by arranging a meeting with one of the Inclusion Team. We will always endeavour to respond to your views, and where possible to act upon them.

If your child has an identified special educational need you will be invited to attend the school to discuss current progress, support strategies being used and expected outcomes. This may be with a member of the Inclusion Department or a key member of school staff.

If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

All parents are also encouraged to have discussions with class teachers, to attend parents' evenings, and to ensure that their child completes home learning to a high standard.

We will carry out Student Voice activities throughout the year to better understand the views of students with SEN.

How will you help me to support my child's learning?

There may be suggested strategies or activities for you to do at home to support your child's learning. You can discuss these with your child's subject teacher.

We may be able to offer you individual training in specific support strategies relevant to your child.

We will give you access to our Managed Learning Environment (MLE), where you can see what homework your child has and view webpages for each Department. These webpages will contain resources to support your child's learning.

The SENCo and Heads of Centre may also support you with strategies, resources and ideas for supporting your child's learning at home.

You may have an opportunity to meet with other professionals involved in supporting your child, such as the Place2Be School Project Manager or a Speech Therapist.

What support can students receive while taking tests and exams?

We follow the guidelines laid down by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if he meets certain pre-defined criteria. For full information

Students who are on the SEND register are automatically tested to ascertain if they meet the criteria. Other students are nominated by parents or teachers. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents and students are informed well in advance of the examination.

Information on the School's graduated approach

High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-School responsibility.

Increased levels of provision and support

In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.

A decision is then made as to whether this can be provided by adapting the School's core offer or whether something different or additional is required.

All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the School's information system

Where it is decided that a student has a special educational need, this decision is recorded in the School records and the parents are informed.

Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or Specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective

What specialist services and expertise are available at or accessed by the school?

Educational Psychologist	The School has a designated educational psychologist who visits regularly. This enables us to access a range of consultation services, assessment and intervention support as well as training. Our Educational Psychologist consults with parents and staff to explore issues that may interfere with a student's learning. Strategies discussed between the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.
CAMHS (Child and Adolescent Mental Health Service)	Where necessary, we are able to refer students to CAMHS directly. Parents can also refer to CAMHS via their GP. CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties. Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists.
Educational Welfare Officer	Our Education Welfare Officer visits the School on a weekly basis. Students whose attendance has dipped below 85% are referred to the service. By law, children aged between five and 16 must receive a full-time education. Parents are responsible for making sure this happens.
Social Services	If the School has a concern about a child or young person who may be suffering harm we immediately contact the Westminster referral and assessment team for advice and support. We also liaise closely when one of our students is Looked After by the Local Authority, is subject to a Child Protection Plan or is considered a Child in Need.
Speech and Language Therapy	The School has a designated speech and language therapy service. Our speech and language therapists provides specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. They also offers training and support to staff on all aspects of language and communication.
School nurse	<p>The School has a designated school nurse who visits regularly. The school nurse offers a wide ranging service which includes:</p> <ul style="list-style-type: none"> - health screening - creating care plans for students with additional health needs

	<ul style="list-style-type: none"> - ad hoc health assessments relating to concerns around child protection and child in need reviews - health promotion - providing advice on a range of topics, including: sexual health, smoking, maintaining a healthy weight, and drugs and alcohol.
Alternative Provisions	Where a student's behaviour presents a barrier to learning that can not immediately be met by Pimlico Academy, your child may be referred to an Alternative Provision. This may include a short-term provision such as the Westminster Education Centre, or a longer-term option which becomes your child's educational provider. All such providers will be equipped to provide your child with an education, as well as to address the behaviours or issues that meant they needed to be referred to alternative provision.

Review

The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.

The SENCO working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

If a student continues to make less than expected progress, despite support and intervention, the School may involve specialists, both in-house and from outside agencies.

The School will provide reports for parents on their child's progress at 2 or 3 points throughout the school year, as part of the normal reporting process.

What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will:

- detail the views and aspirations of you and your child,
- give a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,

- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school can request that the local authority conduct an assessment of your child's needs. If the school is making a referral, this will be done by the SENCo. This may lead to an EHC Plan. Anyone currently with a Statement will have it transferred to an EHC Plan.

For full information on the EHC process, please read Chapter 9 of the SEND Code of Practice 0-25. For those students with the highest level of need it may be appropriate for the SENCO, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.

Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the School may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Where can parents get support during an EHC assessment?

Westminster Information Advice Support Service
First Floor,
215 Lisson Grove,
NW8 8LF

Tel: 020 7641 5355 (lines are open 10am – 4pm, Mon – Fri)

IS.London@kids.org or pps@westminster.gov.uk

Special educational needs and disability tribunal

Parents can appeal to the special educational needs and disability tribunal if they disagree with the council's decisions about their child's special educational needs. For example, the council may not agree that a child needs extra support in the classroom to help them with learning difficulties.

Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

How will the school fund SEND support?

There are three different elements of funding for schools which are relevant for students with SEND.

1. Pupil led funding: this is the basic per pupil funding which schools receive for every child whether or not they have SEN.
2. Notional SEN funding- this is an identified figure within the pupil led funding which each school receives annually. This element of funding is used to fund the special educational provision for children with school based SEN and a proportion (£6000) of funding for children with statements or EHC plans
3. 'Top up' funding for individual pupils. This funding comes from the local authority, as and when required, and on the basis of the child's assessed needs. It is usually used to fund support for children with a statement of SEN or EHC plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

How are the school's resources allocated and matched to students' special educational needs?

The notional SEN funding is allocated each financial year. This funding is used for a wide range of purposes which support students with SEND, such as:

- Enhancing high quality teaching : our whole school priority is to continually improve the quality of teaching and learning for all students, including those with SEND
- Employing specialist staff to support students with SEND, such as Teaching Assistants and other staff within the 3 SEN Support Centres.
- Purchasing appropriate resources such as differentiated materials for less able students or literacy materials
- Purchasing services such as Educational Psychology or Speech Therapists
- Paying for training for staff to ensure they are aware of the latest research and developments on a wide range of SEND
- Providing additional support and/or resources dependent on an individual's or cohort's needs
- Contributing the first £6000 towards funding for students with a statement of SEND or an EHC plan

Complaints procedure

Pimlico Academy's complaint procedures are set out on the school website (see link above). Each child's iSpace tutor/Head of Year/Pastoral Support Manager works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty.

Useful Links

- www.addiss.co.uk (National Attention Deficit Disorder Information and Support Service)
- www.nas.org.uk (National Autism Society)
- www.bdadyslexia.org (British Dyslexia Association)
- www.dyslexiaaction.org.uk (Dyslexia Action)
- www.dyspraxiafoundation.org.uk (Dyspraxia Foundation)
- www.rnib.org.uk (Royal National Institute of Blind People)
- www.ican.org.uk (The children's communication charity for speech, language and communication needs)
- <http://www.actiononhearingloss.org.uk/> (Action on Hearing Loss is the new name for Royal National Institute for the Deaf)

Glossary of terms

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
KS3	Key Stage 3 (Year 7, 8 and 9)
KS4	Key Stage 4 (Year 10 and 11)
EHCP	Education Health Care Plan
OCR	Oxford, Cambridge and RSA Exam Board
JCQ	Joint Council for Qualifications
CAMHS	Child and Adolescent Mental Health Service

How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

Your child's class teacher or iSpace tutor may initially speak to you over the phone about your child's learning. The subject teacher may also talk to you about any issues at a parent's evening.

The SENCo or a Head of Centre may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

If your child is taking part in an intervention to support their learning, you will be informed about what this intervention is, and what the learning outcomes are for it.

How is support allocated to children and how do they move between the different levels of support in school?

Pimlico Academy receives funding which includes funds to support the learning of children with SEN and/or disabilities.

The Principal in consultation with the school Governors decides the budget for SEN

The Principal and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Our internal referral system means that any member of staff can bring a student to the attention of the Inclusion Department, who can then assess the level of support needed.

Who can I contact if I have a complaint about the SEN provision made for my child?

Initially speak with your child's teacher and/or the SENCo, Gary Aubin. Hopefully they will be able to address your concerns.

You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure. If I have any other questions about my child's learning while they are at Pimlico Academy, who can I ask?

At Pimlico Academy we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The iSpace/subject teacher
- The Head of Year/PSM
- The SENCo/Head of Centre
- The Principal

Roles and Responsibilities at Pimlico Academy

Class Teacher – the person responsible for teaching your child a particular subject

iSpace tutor – a member of staff who sees your child for 30 minutes each day, supporting their learning through PSHE and academic support, as well as being the first person for your child to go to if they have an issue in school they want help with.

Teaching Assistant – a member of staff who supports the teacher to get the best learning outcomes for students in class.

Intervention Tutor – gives focused, 1-to-1 support to individual students to support them in their school life, including in-class support.

Head of Year – The Head of Year has overall responsibility for all students within their year.

Pastoral Support Manager (PSM) – within each year group, the PSM is responsible for monitoring attendance, punctuality and behaviour. They will help students to find the right support if they are struggling in school.

SENCo – Special Educational Needs Coordinator (Gary Aubin), responsible for the overall provision of support for students with SEN.

Vice Principal (Tony MacDowall) – Senior Leadership Team representative responsible for overseeing SEN provision

Heads of Centre – responsible for the provision of support for students with SEN within one particular area (Ricardo Mendonca – Deputy SENCo/Head of Learning and Cognition Support; Siu Liu – Head of Emotional and Social Support; Jo Habib – Head of Language and Communication Support)

Speech and Language therapist

Family therapist

Educational Psychologist

Advisory Teachers (HI, VI, ASD, MSI, SLCN, MLD)