

Special Educational Needs Information Report

This Report complies with the statutory requirement laid out in the SEND (Special Education Needs and Disability) Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 years (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Teachers Standards 2012

This report was collaboratively produced and reflects the voices of both parents/carers and students with SEN; as well as SEND staff, the SEN Governor, and the School Leadership Team and staff within the School.

1. Introduction

St Dunstan's School is a secondary school, located in Glastonbury, which serves the town and its surrounding areas. The school was inspected in February 2024 and was awarded a 'good' rating by OFSTED.

The School has a SENCO, Pippa Whittaker, and a small team of TAs who deliver Section F provision to students with EHCPs and who staff the school's Learning Hub on a rota basis. The SENCO can be contacted at school via the school enquiries form. The SENCO is a member of the school's Extended Leadership Team and is line managed by the school's Headteacher Paul Balkwill. All named colleagues work closely with Mr Balkwill in relation to SEN provision.

The school currently has 540 students on roll, of which 31 have EHCPs and a further 126 are on the SEN Register. 8 further students are currently undergoing EHCNA. These figures represent a particularly high proportion of students with SEND.

There is an Autism Resource Centre (ARC) on site. Students accessing this provision all have an EHCP and a diagnosis of autism. They are placed in this provision by the local authority. Students who are on role at St Dunstan's main school do not have access to the ARC.

2. Admission arrangements for pupils with SEND

St Dunstan's School follows the Local Authority's admissions procedures. In accordance with the Children and Families Act 2014 and the SEND Code of Practice, we do not discriminate against pupils with SEND and we ensure that they are treated fairly in the admissions process.

For students with an Education, Health and Care Plan (EHCP), placement at St Dunstan's School is determined by the Local Authority in consultation with the school and parents/carers.

We work closely with parents/carers, feeder schools and the Local Authority to ensure that appropriate provision is in place prior to admission and that transition is carefully planned and supported.

Where possible, additional visits and transition support are arranged to meet the individual needs of students with SEND.

3. The kinds of SEN for which provision is made at the school

The ethos and spirit of the school is based on the principle of high expectations and whole-school collaborative working where every member of staff supports students to allow them to thrive in their learning in a calm and safe environment, and to be happy.

Every teacher is a teacher of special educational needs. We work with students with a wide range of SEND including;

- Social, Emotional and Mental Health difficulties including anxiety and ADHD;
- Communication and Interaction needs including autism;
- Cognition and Learning Difficulties including dyslexia;
- Sensory and Physical disabilities including physical disabilities.

In accordance with the Equality Act (2010) and the SEND Code of Practice (2014) we make appropriate reasonable adjustments to make sure that students with SEND succeed, thrive and are happy in our school. In circumstances where we feel we cannot meet a student's needs or where the support or adjustment required exceeds the resource available within school, this will be discussed in detail with both parents/carers and the young person themselves and support from external agencies will be sought.

If, in exceptional circumstances, the school considers that a pupil needs extra resources, then it may be agreed that an EHCP is needed. The school will also support parents who wish to make an application for an EHCP.

4. How do we intend to raise aspirations and expectations for all students with SEND?

- We aim to identify and provide for students who have SEND as early as possible
- We aim to work within the guidance provided in the SEND Code of Practice, 2014
- We aim to operate a 'whole people, whole school' approach to the management and provision of support for SEND
- We aim to ensure that all students have access to a broad and balanced curriculum with adaptive strategies
- We aim to provide support and advice for all staff working with students who have a SEND
- We aim to ensure that students with SEND have an inclusive experience in school activities where appropriate and that they feel happy, safe and nurtured
- We aim to ensure that parents/carers of students with SEND are kept informed of students' pastoral and academic progress
- We aim to ensure that students with SEND are at the centre of decisions affecting their future provision

When identifying special educational needs, our approach as a school is to consider the needs of the whole child; the purpose of identification is to decide how best the child's needs can be met.

Other issues may impact on progress and attainment, but do not constitute special educational needs. For instance:

- Disability - the SEND Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under Disability Equality legislation - however, a disability alone does not necessarily constitute an SEN
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Student Premium Grant
- Being a Child in Care/Looked After Child
- Being a child of a Serviceman/woman

We are also mindful of ethnic groups that have historically underachieved for a range of reasons.

Any concerns relating to a student's behaviour will only be recorded as SEN in response to identification of an underlying educational need which has been recognised, for example ADHD, specific trauma or sensory needs.

5. Information about the school's policies for the identification and assessment of students with special educational needs

Students with Special Educational Needs (SEN) are those who experience significantly greater difficulty in learning than the majority of their peers and whose educational progress is thus hindered and may be limited. These students require special consideration in terms of curriculum and teaching provision and above that which might normally be expected to be available.

We aim to identify students who have special educational needs as swiftly as possible.

The process begins with primary school liaison in Year 6. In the summer term we try to visit all feeder primary schools and talk with both parents/carers and primary teachers about the strengths and needs of all individual students. We also use primary school data and SEN lists to inform our decision making about students with SEN..

It is also common for the SENCO to attend Year 5 and Year 6 Annual Review meetings to discuss transition from primary to secondary school. Extra transition visits to our school are welcomed at regular points in Year 6, and we are flexible and creative about extra visits or taster sessions for young people who need a bit longer to get to know their new school.

In the case of mid-term admissions, the Head of Key Stage and SENCO will liaise with the previous school and family to gather information and plan for any support or strategies that are needed.

Once a child joins our school, we begin to build up a further picture of them as a learner, building on information from previous settings and key stages where appropriate.

From the start of Year 7, a continuum of support is provided at all levels, based on the following information:

- Knowledge and information received by the SENDCo and the Pastoral Team, during transition meetings from Year 6 to Year 7
- KS2 SATS scores
- Accelerated Reader STAR Reading Test
- NGRT assessments
- Baseline assessments in English and Maths in Term 1 of Year 7

- Other assessments as deemed necessary in discussion with parents and carers

Where staff and parents/carers continue to have concerns about a student's level of progress, despite high-quality teaching targeted at their areas of weakness, then subject teachers, working with the SENCO, will assess whether the child has a significant learning difficulty.

Student and parent/carer voice is also very important. Many students are aware of their difficulties and are anxious for support. Others are referred by staff or parents and carers. Students are encouraged to discuss their learning and/or behaviour difficulties with Support Staff. They are helped to understand their needs; how they can improve their skills; develop coping strategies and recognise progress.

Students who have medical diagnoses are not automatically added to the SEND register. These should be discussed with the SENCO. Should an intervention be required to support access to the curriculum, the student will be added to the SEND register for the duration of the intervention. Students are added and removed from the SEND register as appropriate.

We welcome parents/carers contacting us to make an appointment with a subject teacher if there are any concerns or if you wish to discuss your child's progress in a particular area. For discussion of any aspect of your child's pastoral care or more general queries, please contact their tutor or Head of Key Stage. If you are concerned that your child may have an undiagnosed or unrecognised special need, or you wish to discuss any aspect of your child's SEND, please contact the SENCO via the school's online form.

6. Information about the school's policies for making provision for students with special educational needs whether or not students have Education, Health and Care (EHC) Plans, including how the school evaluates the effectiveness of its provision for such students

The SENCO and school leaders regularly and carefully review the quality of teaching and wider provision for all students, including those at risk of underachievement. This is done through lesson observations, learning walks and the scrutiny of student work books and assessments alongside curriculum and area reviews. We also engage in external reviews.

A student's progress is tracked on an ongoing basis and parents and carers are contacted to discuss action when students are not making the expected progress. Other measures are used to gauge all round progress of individual students. This will include attendance data, analysis of reports and data checks, as well as the application of specific tools as recommended by other professionals. Parents and carers have the opportunity for progress checks three times a year and each year group has a yearly parents' evening to discuss each student's progress. Parents and carers are encouraged to make direct contact with tutors and subject teachers by email or by phoning the School Office.

7. The school's arrangements for assessing and reviewing the progress of students with special educational needs

Subject teachers, supported by senior leaders, make regular assessments of progress for all students. These identify students making less than expected progress given their age and individual circumstances.

Where a student is identified as having SEND, the school follows a graduated approach to support, in line with the SEND Code of Practice. This takes the form of a cyclical process of:

- Assess – identifying the student’s needs through data, observations and discussion with staff, parents/carers and the student
- Plan – agreeing outcomes and the support to be put in place
- Do – implementing the agreed interventions and strategies
- Review – evaluating the impact of support and adjusting provision as necessary

This process is repeated to ensure that support remains closely matched to the student’s needs.

The SENCO is available to meet with parents where required via regular bookable appointments of 15 minutes, 30 minutes or an hour.

8. Support for students with SEND who are looked after or previously looked after

The school works closely with the Local Authority and the Virtual School to support students who are looked after and have SEND. We ensure that Personal Education Plans (PEPs) are aligned with SEND provision and that there is effective communication between all professionals involved.

Additional consideration is given to the social, emotional and educational needs of these students to ensure they are fully supported to achieve positive outcomes.

9. How the school adapts the curriculum and learning environment for students with special educational needs

Provision for students depends very much on their unique strengths and needs. As a school we aim to keep students within their mainstream classes so that they can access a full and rich curriculum. Disapplication from subjects is rare and we only do this after thorough investigation and planning, and full consultation with parents/carers and the students themselves. All students follow a broad and balanced national curriculum at Key Stage 3 leading on to a broad GCSE curriculum at Key Stage 4.

As a school we offer different levels of support for your child, depending on their strengths and needs. The primary responsibility for identifying and supporting students who are making less than expected progress rests with subject teachers.

All students on the SEND register have a Pupil Profile – a personalised profile that is distributed to staff detailing learning strengths, needs and suggested support strategies. If a young person has specific needs that means that teachers need extra support, guidance, or training, this is provided as part of INSET.

10. Additional support that is available to students with special educational needs

Interventions

We have a range of strategies and approaches that we can choose from when creating a Pupil Profile for a student.

We also provide a range of interventions including:

- ELSA
- ELSA drop-in
- Reading Wise
- School Garden / Forest School
- Spelling Group
- Supervised social times in the school’s Learning Hub
- Breakfast club in the Learning Hub

- Chromebooks

We aim to provide support for all students with SEND within the resources and facilities available at St Dunstan's School. Our approach is to make reasonable adjustments and provide targeted support so that students can access a broad and balanced curriculum alongside their peers.

Support is tailored to individual need and may include a combination of in-class strategies, targeted interventions, and additional adult support where appropriate.

As a mainstream school, our provision is designed to support students within an inclusive environment. This means that:

- Support is typically delivered through a combination of quality first teaching, small group interventions and targeted in-class support, rather than full-time one-to-one provision
- Students are encouraged to develop independence and resilience, with support gradually adapted to promote these skills
- Spaces such as the Learning Hub are available at key times, although continuous access to individual or separate working spaces is not always possible
- Adjustments and provision are made in line with available resources, staffing and the needs of the wider school community

Where a student's needs require provision that is significantly different from or additional to what is ordinarily available within a mainstream setting, the school will work closely with parents/carers and the Local Authority to explore appropriate next steps. This may include seeking additional funding, specialist advice, or considering alternative provision where necessary.

Our priority is always to work collaboratively with families to find the most appropriate and effective support for each individual young person.

11. Learning Hub

Our Learning Hub is located in the school's main building, next to the Music Department.



The Learning Hub

The Learning Hub comprises:

- A classroom which is used for interventions, subject assessments and planned or ad-hoc withdrawal support;
- A small low-demand space called 'The Haven'
- A small room for assessments;
- The SENCO office.

Next to the Learning Hub is our ELSA room.

12. Staffing

Within our department we have:

- A teaching SENCO;
- An ELSA;
- Ten TAs.

Our TAs come from very different backgrounds, and many are skilled professionals in a different field. TAs support those students with an EHCP (Education, Health and Care Plans). TAs work both within and out of the classroom, offering classroom support as well as delivering interventions. Students with EHCPs are supported by several TAs across the course of each week.

Our TA team undertakes regular training in the area of SEND. This academic year (2025-2026) this has included training on:

Down Syndrome

Supporting Dyslexic Students

Effective Classroom Support

Understanding Autism

Understanding the Impact of Trauma, Attachment and Adverse Childhood Experiences

Understanding the Adolescent Brain

Supporting ADHD

Teaching Assistants also undergo bi-annual lesson observations, feedback and target setting, as well as a full appraisal process.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all student-facing staff undertake regular SEND-specific training as part of our CPD and INSET programme.

13. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

We will actively encourage and support all students so they are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating.

On site, St Dunstan's has lifts in the main building and the Science block as well as ramps for accessing those parts of the building accessed by steps. The English block does not have a lift and so timetabling ensures lessons on the ground floor for those students unable to access the upper floor without a lift. TA's are trained to use the Evac chair in case of emergencies.

We also have an accessible toilet for personal care, and several further disabled toilets on site.

Where specialist equipment is required, we try to make reasonable adjustments to ensure that all students are fully included. For example we may need to liaise with services such as Speech and Language, Occupational Therapists, Physiotherapists, Technology and Sensory support to identify and secure the equipment and resources necessary.

If, in exceptional circumstances, the school considers that a pupil needs further additional resources then it may be agreed that the school will seek support from the local authority or apply for a statutory assessment.

Technology is used to enhance the visual and auditory environment where possible and bespoke arrangements can be implemented where appropriate, such as the use of a radio aid for students with hearing issues.

Students with medical needs and conditions are catered for by first aid trained staff in the school office.

The school's Accessibility Plan, which outlines how we are improving access to the curriculum, physical environment and information for students with disabilities, is available on the school website.

14. Support that is available for improving the social, emotional, and mental health of students with special educational needs

We aim to create a calm and safe school environment which supports positive wellbeing for our learners. Boundaries are clear and consequences predictable. As a result, students are able to feel safe and to learn.

Our pastoral curriculum includes a strong focus on all aspects of wellbeing, through tutor time input, assemblies and PSHE lessons. St Dunstan's is committed to ensuring all students stay safe and healthy and enjoy their time at school. We aim to help students to grow into mature and caring young people who make a positive contribution to the school and the wider community. The tutor is generally

the student's most consistent and stable point of contact. Each Key Stage also has a pastoral lead (Mrs Easterbrook for Key Stage 3 - years 7-9 - and Mrs Kench for Key Stage 4 - years 10 and 11). Attendance is monitored by our Deputy Head, Ms Haden and our Education Welfare Officer will work with families who need additional support. Where necessary or by request, support can be coordinated via an EHA (Early Help Assessment).

We have an ELSA who works with students four days a week, and we also have a named Mental Health Lead teacher in school who does some direct work with students.

When necessary, we will refer to and consult with outside professionals such as the Child and Adolescent Mental Health Services (CAMHS), MHST, and the Educational Psychology Team. We would highlight that there are annual limits on the numbers of students we are able to provide with Educational Psychologist support and therefore we are not always able to refer students for this professional support on request. The SENCO prioritises the available EP time according to urgency of need, and students who are at risk of placement breakdown will be prioritised.

15. What support is there for behaviour, avoiding exclusions and increasing attendance?

St Dunstan's has a system of interventions to avoid exclusions and increase attendance for students. These include the services of a Pastoral Manager, Key Stage Lead, Education Welfare Officer, School Nurse, ELSA and services such as Young Somerset and the Family Intervention Service. We meet regularly with the parents of students in danger of exclusion or with attendance concerns. Plans are put in place to support them and are reviewed regularly. For most students, unwanted behaviours are checked through outstanding teaching and lessons. The school has a Behaviour Policy, which outlines its systems for managing behaviour and, more importantly, encouraging through rewards.

16. The name and the contact details of the SENDCO

Pippa Whittaker (SENCO) can be contacted via:

Email: secretary@stdunstans.mnsp.org.uk

Telephone: 01458 832943

17. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Pippa Whittaker – SENCO

Pippa qualified as a teacher in 2003 and has since worked in mainstream schools, special schools and resource bases in four local authorities. Pippa has eighteen years' experience as an Assistant SENDCO and SENDCO and has also previously worked as a Deputy Headteacher of a special school for autistic students.

Pippa has completed the following specialist study and training:



- BA (hons) English Studies and German Studies
- PGCE Secondary English
- Postgraduate Certificate in Personal, Social and Health Education
- Postgraduate Certificate in Literacy Difficulties
- Postgraduate Certificate in Adult Literacy
- National SENCO Award
- Master's in Education (SEND and Leadership and Management)
- Level 7 Assessors' Certificate
- Certificate in English Language Teaching to Adults

Pippa holds Specialist Leader of Education status (SEND Specialism) and was previously an Advanced Skills Teacher (Literacy and Learning Support Specialism).

Pippa has written and trained extensively on topics relating to SEND. She has expertise and experience in supporting our students in all of the four broad areas of SEND as outlined by the SEND Code of Practice, 2014:

- Communication and interaction
- Cognition and Learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

18. How are the school governors involved and what are their responsibilities?

There is a link governor for SEND who meets with the SENCO to keep up to date with SEND developments and progress and then reports back to the Governing Body. The SENCO and link governor meet on a regular basis during the year.

19. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Each school in the Local Authority is allocated core funding (Element 1) – this is funded on an already agreed formula for mainstream schools. Each school also has allocated 'additional' support budget (Element 2) that is based on specific criteria related to the cohort of students. The Local Authority may contribute more funding if the cost of meeting an individual child's needs, as outlined in their EHCP, is more than £6,000 a year. This is called High-Needs funding.

Element 1 funding pays for the interventions below, which are available to all students with SEND who need them:

- ELSA
- ELSA drop-in
- Reading Wise
- School Garden / Forest School
- Spelling Group
- Supervised social times in the school's Learning Hub
- Breakfast club in the Learning Hub
- Learning Hub
- Chromebooks

Element 1 funding also pays for enhanced pastoral support.

20. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Regular school reports and Parents' Evenings will provide you with information about how your child is progressing in school.

Parents and carers are welcome to arrange an update phone call or meeting with the SENCO at any point of the year to review and update their child's Pupil Profile.. In addition, young people's Education and Health Care Plans (EHCPs) have annual reviews.

Progress is tracked throughout the year and lack of progress is followed through. Where a student is not achieving national indicators, staff meet to discuss the provision in place and make recommendations on any changes needed, including additional support or interventions needed. Parents will be advised on any recommendations. A number of support interventions will take place during the day.

21. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Following guidance for the Code of Practice, 2014, we work with students at all stages regarding any arrangements that are put in place to support them.

Meetings are held in a child-centred way as much as is practicably possible, with the young person at the heart of all planning and organisation. For example, all students with EHCPs have the opportunity to attend some or all of their Annual Review meeting.

Students are encouraged to contribute their views on school life. All students can give their views to the School Council via their representatives.

22. Any arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with special educational needs concerning the provision made at the school

We aim to develop close and mutually supportive relationships with parents/carers of children with SEND and ask that you contact us informally in the first instance if you wish to raise a complaint in relation to your child's SEND. Please contact our SENCO, Mrs Pippa Whittaker, in the first instance.

If you remain aggrieved, please follow the formal complaints procedure as outlined in the Trust Complaints Policy: <https://sites.google.com/msnpartnership.com/externalpolicies/home>

23. How the Governing Body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

What specialist services and expertise are available at or accessed by the setting and how do you all work together?

We aim to work collaboratively with the Somerset Virtual School. Where further advice or support is needed for a young person, we request this via their Inclusion Advice Line:

<https://external.somerset.gov.uk/inclusion-advice-line/>

We work with a range of external professionals such as:

- Educational Psychologists
- School Health Nurse
- Speech and Language Therapists
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Family Intervention Service (FIS)
- Educational Engagement
- Sensory Support Services

Referrals to external agencies are managed by the SENCO, pastoral team, safeguarding team and the school's Mental Health Lead . Parents/carers and students are always consulted and their voices and views sought prior to a referral.

24. The contact details of support services for the parents of students with special educational needs:

Educational Psychology Service, Tel: 01823 357000

Email: educationalpsychology@somerset.gov.uk

Web: www.supportservicesforeducation.co.uk/Services/3242

Twitter: @EPSomerset

Children's Autism Outreach Team (CAOT) Tel: 01823 357000

Physical Impairment and Medical Support Team (PIMS) is part of the SPOT (Sensory, Physical and Occupational Therapy) service

Tel: 01823 357000

Email: spotservice@somerset.gov.uk

SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Services)

Phone 01823 355578

Email SomersetSENDIAS@somerset.gov.uk

Website www.somersetsend.org.uk

Traveller Education Services

Email ess@somerset.gov.uk

Contact details for other key services can be provided by the SENCO upon request.

25. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for the adulthood and independent living

The SENCO liaises with the head of Key stage 4 and the Somerset transition panel to identify students with SEND who may need extra support with planning to move on from St Dunstan's and a plan is put in place to support them.

The SENCO also liaises with Student Support Services at Strode College to plan and prepare for transition to the College.

For students with EHCPs, support starts as early as Year 7, when plans are put in place at the Annual Transition Review.

For all students transition can be an anxious time. We aim to adopt a personalised approach to ensure that the process of transition is as smooth as possible. Transition planning both between primary school and secondary school, and in post-16 settings, is thorough, with appropriate liaison with parents.

In addition to transition between phases of education, the school carefully supports students with SEND during transitions between year groups and key stages. Information is shared with new teachers, and Pupil Profiles are updated to ensure continuity of support. Where needed, additional preparation and support are provided to help students manage change successfully. carers, students and previous and future education providers.

We would also encourage parents to contact us with any specific concerns or requests around transition, so that we can support with these as soon as possible .

26. Information on where the local authority's local offer is published

Parents/carers can visit Somerset's local offer:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

27. Other Questions:

Who can I contact for further information? Who would be my first point of contact if I want to discuss something about my child?

The first point of contact for all parents is the student's tutor. Parents can contact tutors by email or leave a message with reception asking the tutor to phone them or make an appointment.

Who can I talk to if I am worried?

Parents who wish to discuss a specific subject issue, should contact the subject teacher or Head of Faculty.

For concerns around attendance, behaviour or student welfare, parents should contact our Pastoral Team.

Who should I contact if I am considering whether my child should join the school?

Parents who are considering whether to send their child to St Dunstan's should telephone the school for information. If a student has an additional learning need, an appointment will be made for them to discuss this with the SENDo once the initial meeting with the Head of Key Stage has taken place.

How are parents involved in the school? How can I be involved?

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where students have an identified need, transition is usually extended and we involve parents as a source of expertise around the needs of their child.

There are regular parents' evenings to engage with teachers to review progress.

Parents are fully involved in Annual or Early Reviews of EHCPs.

Parents and carers are represented on the governing body.

The Friends of St Dunstan's Group is run by parents and all parents are welcome to be involved - please contact the school for contact details of the Chair of the group if you would like more information.

Parents might also consider becoming a school governor; please contact the School Office for contact details of the Chair of Governors if you would like more information.

How does the school manage the administration of medicines and provide personal care?

The policy on the Administration of Medicines and the accompanying Request to Administer medicines form can be found on the school website. St Dunstan's also works closely with the School Nurse who will come in to support students.

Ms Watson (Assistant Headteacher and DSL) has oversight of this aspect of our work.

28. Report details

This SEN Information Report was last updated in April 2026.

This report will be reviewed annually.

The SENCO is responsible for ensuring that this report is kept up to date.

