THE MINSTER SCHOOL

Special Educational Needs and Disability Policy

Approved by:	David Shannon	**Date:** 06/10/2026
	Chair of Governors	
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 2027	

Special Educational Needs Coordinator: Mr Rhod Price

This policy has been written with due regard to the Minster School internal equality policy and considered with relation to each of the following protected characteristics:

Age; Disability; Gender; Gender reassignment; Marriage and Civil Partnership; Pregnancy and maternity; Racial groups; Religion or belief; Sexual orientation.
This policy has no adverse impact on any of the aforementioned groups.

Succeeding Together
"Whatever you do, work at it with all your heart, as though you were working for the Lord" Colossians 3:2

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The formal definitions of special educational needs (SEND) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The framework for supporting children and young people with special education needs is contained within the SEN(D) Code of Practice. A copy of which can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottinghamshire.sendlocaloffer.org.uk

MISSION STATEMENT

"Whatever you do, work at it with all your heart, as though you were working for the Lord." Colossians 3:23.

Our school ethos aims to enable all members of our school community including those with SEND to work together, care for each other and strive to realise their potential in their studies and all other aspects of life within an inclusive environment.

We work in partnership with teaching/pastoral staff, parents and outside agencies to support SEND students' well-being, self-esteem and enjoyment of school, within an inclusive environment.

- We work together to create a culture in which SEND students are proud of their achievements, are happy with who they are and feel supported by those around them.
- We engender a sense of belonging for every SEND student; to feel part of our community and to achieve their potential; to develop their character and to grow and learn together.
- We create a culture where SEND students can meet together and overcome the challenges presented by a desire to succeed in everyday life.
- We encourage students with SEND to be positive role models, leading by example and inspiring others through their words and actions to celebrate the diversity of our community.

These principles are based on our Christian foundation as a Church school and the belief that every one of us is a child of God and created in His image.

How our values link to our inclusive community at The Minster School:

Through our school's **ethos**, we promote inclusion for **every** member of our community.

Wisdom – We demonstrate honesty, patience, and thoughtfulness in everything we do, respecting others and treating them as equals.
Optimism – We aim to enable everyone to feel happy, safe and well supported, cheerfully having a positive impact on those around them.
Resilience – We aim to support students to develop the self-belief to take on new challenges, persevere and seek support from those around them.
Kindness – We consider the needs of others by acting through compassion and care
Service – We understand the dignity and significance of putting others before ourselves

Our aims are to:

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the student's entry into the Minster School. This may also involve additional transition meetings and visits from the SENDCO and members of the Pastoral Team. Where parents or teachers have concerns that a child may have SEND, this will be investigated promptly.

- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of students with SEND by their teachers helps to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENDCO and Assistant SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

- **Develop independence in our students by meeting their needs and helping them to learn how to meet their own needs**. Where the standard support in school, alongside a student's own management of their needs, means that no further adjustments are necessary, they may be taken off the SEND register. This is regarded as a success.

- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEND procedures and practices, providing regular SEND Reviews of their child's progress, and providing parents support networks for specific areas of SEND. Parents will have access to school SEND "passports" for their children as well as the SEND plans and reviews.

- **Work with and in support of outside agencies** when the student's needs cannot be met by the school alone including The Educational Psychology Service, SEND Inclusion Service (SIS), Physical Disability Specialist Service (PDSS), Family SENDCO and others.

- **Create a school environment where students feel safe to voice their opinions about their needs and the provision made to meet them.** This is provided through regular meetings with students and parents and by careful monitoring of the progress of all students.

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

- The person responsible for overseeing the provision for children with SEND is
  Mr Ben Chaloner *Head Teacher*

- The person co-ordinating the day-to-day provision of education for students with SEND is
  Mr Rhod Price *SENDCO*

- The governors linked to the SEND department are
  Tracey Jevons-Hazzard and Fi Thompson

ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENDCO and SEND Administrator will hold details of all SEND Support records for individual students.

All staff can access:

- The Minster School SEND Policy
- A copy of the full SEND Support Register through SIMS
- Guidance on the support of individual students and their needs through Pupil Passports on Provision Map
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans) through the Learning Support page on SharePoint
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities and how to support them through the Learning Support page on SharePoint
- Information available through Nottinghamshire's SEND Local Offer

(www.nottinghamshire.sendlocaloffer.org.uk)www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer)

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

ADMISSION ARRANGEMENTS

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Detailed transition planning takes place between Minster School staff and staff of feeder and non-feeder schools. The SENDCO, Head of Key Stage 3 and Year Leader for Year 7 liaise closely with both feeder and non-feeder schools. In addition to this the Family SENDCO and SENDCO regularly liaise with primary schools to share information and aid transition for students with SEND.

When places have been offered to Year 6 students there is a programme of induction which is enhanced for students with additional needs who have been identified by primary schools. The SENDCO and Assistant SENDCO contact all schools, within and beyond the local family of schools, to coordinate and support their students' needs on transition.

SPECIALIST SEND PROVISION

The Minster School has members of staff who specialise in SEND provision and support.

Learning Support staff have experience in supporting students with a wide range of needs.

The Learning Support Team undertakes a range of strategies to support students, academically, emotionally, physically, and socially. The following are examples of provision currently in place:

- In class support to access the curriculum for students with complex needs
- Daily interventions to support literacy and numeracy skills at KS3
- Interventions to support students to work independently
- Differentiation of outcomes and activity
- Students with Visual Impairment are supported via adjusted work tasks, adult support where necessary and assistive technology
- Support for students with Hearing Impairment
- Support for students with sensory sensitivities
- Support for students with social interaction difficulties via supported provision at social times
- 'Time out' cards for students experiencing social or emotional difficulties
- Adjusted timetables to support needs
- Assistive technology where appropriate - laptops, iPads, Digital Reading Pens

ALLOCATION OF RESOURCES FOR STUDENTS WITH SEND

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. If extra resources are required, this will support access to some of the provision listed above.

Some students with SEND may access additional funding (AFN). This additional funding will come from the Family of Schools budget (the Family of Schools comprises of a secondary school and its feeder primary schools). It will be moderated by the Family of Schools at a multi-agency panel and considered in relation to the needs of the Family.

For those with the most complex needs, additional funding is retained by the Local Authority. This is called Higher Level Needs funding (HLN). The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is important to note that a child does not need to have an EHC Plan in order to access additional funding and an EHCP does not guarantee any level of funding.

IDENTIFICATION OF STUDENT'S NEEDS

Identification of student's needs is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the student's entry into the Minster School. Once in school students may be identified through referrals from teaching staff, information provided from external professionals or concerns raised by parents. Once identified a process known as the Graduated Approach is followed.

A Graduated Approach:

Quality First Teaching

a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a student has been identified as *possibly* having SEND, they will be reviewed by staff to gauge their level of learning and possible difficulties.
c) The student's specialist subject teacher will take steps to provide differentiated, meaningful learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENDCO will be consulted as needed for support and advice and may wish to observe the student in class.
e) Through (b) and (d) it can be determined which level of provision the student will need going forward and any/or professional development that may be required by school staff.
f) If a student has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be advisable.
g) Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
h) The student is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs. Such children are recorded as Information (I) on school systems.
i) Student progress is monitored at Assessment Points to review the progress being made by the child.

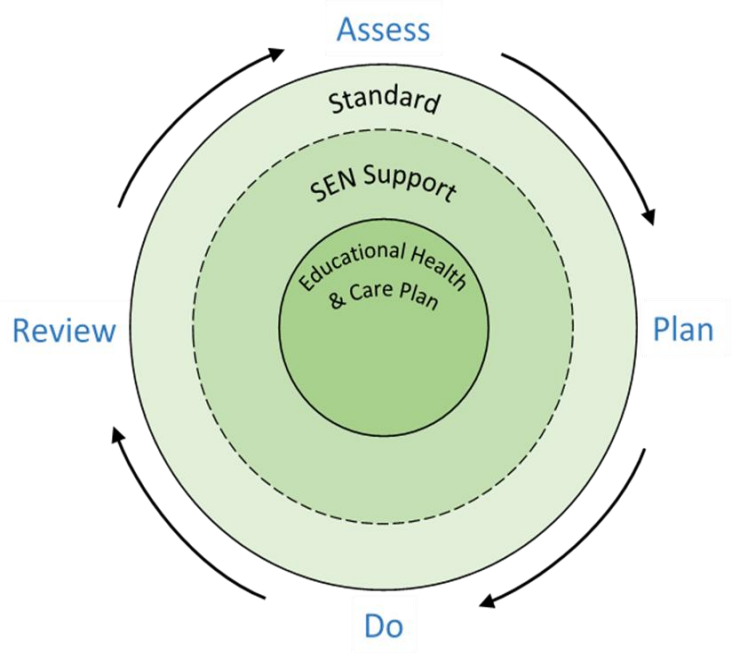
SEN Support (K)

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's school record. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.



Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. When a child has a keyworker, this planning will be undertaken by them under the direction of the SENDCO as they best know the child and so are best placed to identify appropriate interventions.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought, so that the student benefits from a consistent approach. Online student passports are used to share this information with school staff and parents.

Do

The subject teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with learning support assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENDCO and Assistant SENDCO.

Review

Reviews will be undertaken in line with agreed dates. Generally, these will be on a termly basis and follow the AP report for the student. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENDCO. A child may need an EHC Plan if the parents are considering whether a place in a Special School would be more appropriate for their child. Any other support is available with or without an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

EHC Plans FAQs | Notts Help Yourself

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting Ask Us Nottinghamshire on:

0800 121 7772 Home - Ask Us Nottinghamshire

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Student
- Teachers
- SENCo
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan] (E)

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review focuses on progress towards the objectives set out in the plan. Where there are concerns about this progress, it may also consider provision for the student and, where appropriate, enable changes to be put in place, for example, reducing or increasing levels of support. This annual review will act as one of the regular termly SEND reviews for that student.

ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Procedures and Review

In order to ensure access to the curriculum, information and associated services, actions will include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated to address a range of different needs, as necessary.
- Using and reviewing appropriate interventions to narrow the gaps in literacy and numeracy skills for SEND students.
- Ensuring that any decision to provide group teaching outside the classroom will involve the teacher and/or SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Offering appropriate alternative provision where necessary and always in consultation with parents.
- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.

INCLUSION OF STUDENTS WITH SEND

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (MASH).

External Support services can include:

- Educational psychologists
- SEND Inclusion Services
- Medical staff, including Healthy families team practitioners, GP, Paediatrician, CAMHS
- Speech Therapists
- Physiotherapists
- Occupational Therapy
- Health Related Education Team (HRET)
- Family Service
- Social Care

Extra-curricular activities are an integral part of the Minster School and are available to all students. Students are actively encouraged to attend, and this can be supported where appropriate. Inclusiveness in extra-curricular activities is important to us at The Minster School.

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents, and students throughout the year.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice. Information about progress is recorded, tracked, and analysed termly using Assessment Point data. Parents are informed of progress through Assessment Point reports, SEND Reviews and through formal written reports and minutes of meetings. SEND reviews may be by phone

or in person. Student views form an important part of the SEND Review process. Reports may also be circulated from Alternate Provision providers.

As a part of the evaluation of the effectiveness of the school SEND provision and policy information is gathered from different sources. This is collated and published by the proprietors of Academy schools on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

WORKING IN PARTNERSHIP WITH PARENTS

The Minster School believes that a close working relationship with parents is vital. No student will be entered onto the school's SEND Support Register without prior discussion with parents. Depending on age and appropriateness, students will also be encouraged to participate in the decision-making processes affecting them.

The school endeavours to recognise and remove barriers for students with SEND through an ongoing discussion with parents to develop an evolving understanding of the student's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the student
- Parents are kept up to date with their child's progress through Assessment Point reports, annual progress reports, parent's evenings, and termly SEND Reviews

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO may also signpost parents of students with SEND to the local authority Ask Us Nottinghamshire (formally Parent Partnership) service when specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents will be consulted, and their consent sought before the school seeks to involve external education support services.

The school's SEND governors can also be contacted in relation to SEND matters.

STAFF TRAINING and PROFESSIONAL LEARNING (PL)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion more widely.

Our school offers all staff Professional Learning opportunities and an annual programme of wider training across all phases of education. The SENDCO attends relevant SEND courses,

Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The Senior Leadership Team and SENDCO ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

LINKS TO SUPPORT SERVICES

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.
The following services will be involved as and when is necessary:

- Educational Psychology Service
- SEND Inclusion Services
- Medical staff, including Healthy Families, GP, Paediatrician, CAMHS
- Speech therapists
- Physiotherapists
- Occupational Therapy
- Health Related Education Team (HRET)
- Alternative Provision providers
- Family Service
- Social Care
- The Virtual School

LINKS WITH OTHER SCHOOLS

The school is a member of The Minster Family of Schools and our SENDCO works closely with SENDCOs from across The Family of Schools and the Family SENDCO. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

TRANSITION

In preparation for Transition from primary to secondary phase, the SENDCO, Assistant SENDCO or a keyworker may be invited to attend appropriate Y6 Annual Reviews. This enables our SEND department to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Minster School staff. Where appropriate Y6 students are invited to attend additional transition visits to become more familiar with the new setting and key members of staff. Information about strengths, difficulties and strategies is shared to allow student profiles to be produced for distribution to secondary teachers.

From Year 9 students with SEND formal transition plans are discussed to determine the most appropriate routes to employment, further education, work-based training, higher education, and adult life. Where appropriate, the school will organise a Student Centred Transition Review or PATH planning meeting with the Educational Psychology Service to ensure that an Action Plan is in place for Key Stage 4 and beyond. Supported Careers interviews will be offered with the Minster School Careers Advisor as part of this process.

Students with SEND are supported with transition to post-16 and post 18 education through selection of appropriate courses, supported visits with staff, sharing of student's profiles and other relevant information with the new setting or our own Post-16 team.

LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

The Minster School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following agencies around issues of SEND:

Examples include:

- Education Psychology Service (EPS)
- SEND Inclusion Services
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)

Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

ATTENDANCE

Many students with SEND face complex barriers to attendance. Their right to education is the same as any other pupil and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support. This support is structured to enable students to attend school by removing barriers to attendance. Where students are too unwell to attend school, it is generally the case that they are too unwell to complete work at home.

SAFEGUARDING

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details on the school's approach to safeguarding, see our Child Protection and Safeguarding Policy.

CONCERNS PROCEDURE

We are always happy to talk to parents and to listen to any concerns they may have. We operate an 'open door policy' and can be contacted at any time should a concern arise. Parents may speak to their child's form tutor, Year Leader, the SENDCO or directly to a member of the Senior Leadership Team. We will always do our best to resolve any issues that are raised. Please see our Learning Support & SEND section on the school website for more information here: The Minster School - Learning Support & SEND

The SEND Code of Practice outlines additional measures the Local Authority must establish for preventing and resolving disagreements. These will be explained to parents and carers as required.

Depending on the nature of the concern, parents can contact the following staff :

- Their child's keyworker
- The SENDCO
- The Deputy Head Teacher (Inclusion)
- The Head teacher
- The Governors
- The Local Authority
- MITRE Trust

Parents may also wish to contact 'Ask Us Nottinghamshire' who will support them and help with any specific concerns. They can be contacted on:

Website: www.askusnotts.org.uk

If you feel that your concerns are not being responded to, we have a formal complaints procedure. A copy is available on request.

Signed Mr Ben Chaloner (Headteacher)

Date 14/10/2025

Signed  Mr Rhod Price (SENDC0)

Date 06/10/2026

Signed  Mrs F Thompson (SEND Link Governor)

Date 06/10/2026