

## Name of Policy: Special Educational Needs and Disability (SEN/D)

Reviewed July 2021

### Introduction

This guidance is for staff, parents /carers and practitioners across education, health and care agencies. It was created by the SENCo with the SEN/D Governor in liaison with the Senior Leadership Team, staff and parents.

It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfE July 2014) and has been written with reference to the following guidance:

- Part 3 of Children and Families Act (2014)
- SEND Code of Practice 0-25 (DfE July 2014)
- Single Equality Act 2010: advice for schools (DfE February 2013)
- Early Years Statutory Framework (DfE September 2014)
- Staff standards (2012)
- Statutory Guidance on Supporting pupils at school with medical conditions (DfE April 2014)

Our setting has separate policies in place for:

- Safeguarding
- Behaviour
- Accessibility Plan
- Single Equality Scheme

Our **SEN Report** outlines how we implement our **SEN/D Policy**. Both documents can be viewed on our website. Alternatively, hard copies can be obtained from reception at the nursery school. Please let us know if you need this to be made available to you in a different format, e.g. enlarged print.

### Vision

The Wharf Nursery School aims to:

- provide a secure a welcoming environment for *all* children and their families, where children enjoy playing and learning together.

- set high standards of teaching and learning, while remaining flexible and responsive to the needs of children and adults in our school community.
- treat each child as an individual and make their first experience of school as happy and as stimulating as possible.
- encourage parents/carers to see themselves as partners in their child's learning, who have a unique understanding of their child and who have a vital role to play in their child's development.
- provide experiences that build on the child's natural learning process and on the knowledge and skills he/she brings with him/her to nursery school.
- foster an ethos of respect for the culture, background and beliefs of all our families.

## Definitions of Special Educational Needs and Disability (SEN/D)

We subscribe to the definitions of **special educational needs (SEN)** and **disability** as described in SEND Code of Practice 0-25 (July 2014) and the Children and Families Act (2014) as follows:

*A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child has a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- a child aged two or more has special educational needs if they are likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

**Special educational provision** is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised learning.

Children and young people who have SEN may also have a **disability** - that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*' (Equality Act 2010).

- This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.
- Children with such conditions do not necessarily have SEN but there is often a significant overlap between disabled children and those with SEN.

- Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Children must not be regarded as having a learning difficulty solely because **the language of their home** is different from the language in which they will be taught. However such children should be carefully monitored so that a child with special education needs is not overlooked because of his/her home language.

## **Our approach to SEN/D**

- To work within the Special Educational Needs and Disability Code of Practice 0-25 (2014)
- To adhere to the principles outlined in the Children and Families Act (2014)
- To welcome children with special educational needs as part of our community and to ensure that all children have an equal opportunity to engage in the Early Years Foundation Stage curriculum.
- To provide a curriculum that is accessible to the individual needs of all our children, which is modelled on inclusive practices and which removes barriers to learning where ever possible.
- To ensure that the needs of the children are identified, assessed and that support strategies are provided at the earliest opportunity. To consider the needs of the whole child, not just the special educational needs. If additional specialist advice and support is necessary we will contact the appropriate agencies, in consultation with parents/carers.
- To ensure that the curriculum is planned to meet the needs of children with special needs and to recognise the importance of early identification and assessment in providing this.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers.
- To ensure staff have access to ongoing training in relation to SEN/D and that every practitioner is a competent teacher of every child.
- To work in true partnership with parents/carers by valuing their views and contributions and involving them fully in decisions about their child.
- To make no decisions about a child without prior consultation with parents / carers. We appreciate that parents may need advice and support in making decisions for their child's future.
- To work closely with parents/carers, making use of their special knowledge of their child and emphasising how important they are to the child's development and well-being.
- To make every effort to involve the child in decision making about their special education provision
- To actively support the establishment and maintenance of close links with all external agencies working with the child. To work in partnership with colleagues in health and social care to provide the best possible support and outcomes for the child.

## **Inclusive Provision**

As a nursery school we have a policy of inclusive, child-centred provision, which aims to meet the needs of each individual child as far as possible. We have accommodation for twelve, 2-3 year olds and seventy children aged 4-5 years.

The term 'special educational needs' includes some children who may need extra support, for part or all of their time here, to overcome mild barriers to learning. It also includes other children with more complex needs who may continue to need support when they leave us.

We believe that every child, whatever their disability, has much to learn from being integrated into a mainstream nursery setting. Increased self-confidence and independence may enable a child with special educational needs to be successfully integrated in a mainstream primary school.

Children with SEN are regarded as full members of the nursery community and the provision is inclusive. Children have full access to the environment, resources, staff and activities. For some children, the process of inclusion maybe gradual, but full inclusion is our aim for all children

Our special needs staff are funded to meet the learning needs of 8 'Named Children' who need a high level of support and intervention. Where appropriate, we can apply for Early Inclusion Funding to support the learning needs of additional children who need a high level of support.

## **Accommodation and Facilities**

The nursery school building is accessible to children and adults with restricted physical movement. It is almost all at ground floor level, with a lift for access and a disabled toilet. Within this provision we have changing facilities which are age appropriate and private. We also have a sensory room and a soft playroom for the children's use. We have a quiet distraction-free room well suited to individual and small group work. Our garden is easily accessible to all children and has areas of safety surfaces.

Please see **Accessibility Plan**

## **Staffing**

All our practitioners are responsible for the development and progress of *all* the children in the nursery school including those children who receive support from Learning Support Assistants (LSAs) or specialist staff. As a nursery school we regularly and carefully review the quality of teaching and learning for all children. This includes developing staff's knowledge of the SEN most frequently encountered and reviewing strategies to identify and support vulnerable children.

- Our part-time SENCo (Special Educational Needs Co-ordinator) is Penny Macland. She is a qualified teacher and has attained the National Award for Special Educational Needs Co-ordination (2014). She is a member of the Senior Leadership Team.

- The SENCo works in conjunction with the Head Teacher, Chris Willmott. Both are responsible for managing Early Years Pupil Premium (EYPP) and Looked After Children (LAC).
- Our part- time Early Years Educator (SEN) is Lizzy Herzig.
- Our part- time Learning Support Assistants (LSAs) are:
  - Jane Bacci
  - Sharon McCarthy
  - Emma Branson
  - Sandy Hasan
  - Sarah Blagden
  - Louise Minnett
  - Kate Telfer
- Our SEN/D Governor is Katharine Hadley.
- Designated staff with responsibility for Safeguarding,  
Designated Safeguarding Leaders (DSLs): Chris Willmott (Head Teacher)  
Maria Luff (Lead Teacher)  
Penny Macland (SENCo)  
Meg Tickner (Little Star Lead)

## Responsibilities of SENCo

- The day-to-day operation of the special needs policy and co-ordination of provision for the children.
- Identification and assessment (with reference to Surrey County Council's Graduated Response), in collaboration with classroom staff, of children who may need additional support.
- To ensure good liaison with parents/carers, staff and other professional or agencies beyond our setting.
- To guide families towards the LA's Local Offer.
- To use person-centred approaches to working closely with parents/carers and to value their key role in achieving positive outcomes for their children.
- To guide and support other practitioners within the setting, advising where appropriate on training and on-going professional development.
- To ensure that appropriate Individual Support Plans (ISPs) and SEND Support Arrangements are in place.
- To ensure that relevant background information about individual children with SEN is collated, recorded and updated. Storage of information complies with the school's confidentiality protocols.
- To liaise with feeder schools to ensure smooth transition for each child.

- To attend the LA's network meetings in order to keep abreast of local and national changes to SEN policy.
- To regularly liaise with our SEN Governor.

## Identifying Needs

In order to identify and meet the needs of the child we consider the needs of the whole child, which are broader than just the special educational needs. This leads to a working partnership with parents/carers, and where appropriate, other professionals, to co-produce arrangements to support and address those needs.

The SEND Code of Practice 0-25, 2014 (p.86) describes the four broad **categories of need**:

- **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning**

When children learn at a slower pace than their peers, even given an appropriate level of differentiation, support for learning difficulties may be required. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health**

Any concerns relating to a child's behaviour should be described as an underlying response to a recognisable need.

Children may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging,

disruptive or disturbing behaviour. Other children may have identified needs such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

- **Sensory and/or Physical needs**

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the Early Years curriculum. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

### Difficulties which may or may not be related to SEN

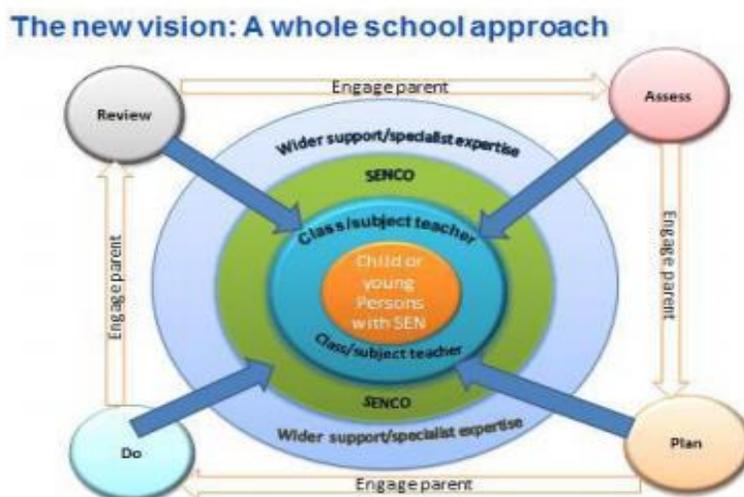
We understand that a delay in learning and development in the Early Years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty.

If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a referral to a Family Centre maybe offered. A multi-agency approach, supported by the use of approaches such as the **Early Help Assessment**, may also be adopted.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being the child of a serviceman/woman

### A Graduated Approach to SEN/D Support



In line with the SEND Code of Practice 0-25 (2014), we deliver a **graduated approach** to supporting children with SEN/D.

Within our nursery school provision (2 to 5yr olds), teachers and nursery nurses, in liaison with LSAs, assess, plan, deliver and review SEN/D provision for individual children in collaboration with the SENCo.

Where appropriate, outside agencies liaise with the SENCo to contribute to SEND assessment, planning, delivery and review for individual children via specific services and activities. We believe:

- High quality provision, differentiated for individual children is the first step in supporting who have or may have SEN/D (See our **Waves of Provision** document which can be viewed on our website). Teaching and learning is monitored termly by the Senior Leadership Team, ensuring a differentiated curriculum and good quality personalised teaching is in place for all children. (See Teaching and Learning policy).
- Practitioners, in collaboration with the SENCo, are responsible and accountable for the progress and development of children, including additional or targeted input delivered by LSAs.
- Children's progress is assessed on an on-going basis and reviewed termly using observation and tracking systems. Parents/carers are invited to discuss their child's progress with key people at regular consultations.
- A progress review for children attending the Little Stars group (between the age of 2 and 3 years) identifies each child's strengths and any areas of difficulty or concerns, including any emerging SEN or identified disability. This is shared with parents/carers.
- Strong multi-agency working is valued. The **Early Help Assessment** and referral process are followed to ensure integrated services and support are accessed as appropriate. The SENCo attends regular multi- agency meetings (MAMs) organised by the Children's Development Centre at the Royal Surrey County Hospital.
- Regular team meetings and INSET training is delivered to ensure all nursery practitioners are aware of new initiatives and processes, as well as good on-going practice to identify and support children with SEND.

## **Assess – Plan – Do – Review**

At the heart of the graduated approach to supporting children with SEN/D is the Assess - Plan - Do - Review cycle.

### **Assess**

Children starting our nursery are assessed, in an age appropriate manner and in line with Early Years Foundation Stage (EYFS) recommendations, within the first few weeks of entry so that EYFS **base line skills** can be established and progress planned for and tracked. We ensure we regularly assess all children's needs so that each child's progress and development is carefully tracked and compared to peers and local/national expectations. We listen to the views and

experience of parents/carers and the child. In some cases we will draw on other assessments e.g. Ann Locke Development Profile or ABCC Behaviour Profile.

If we are concerned about a child with no previously known needs we will discuss this with parent/carer and record our meeting on an **Expression of Concern** form. We monitor progress carefully and use appropriate strategies as discussed at the meeting. If appropriate, permission may be sought to refer to an outside professional for advice, this might be amongst others the Speech and Language Therapy Service, the Educational Psychologist or Physical and Sensory Support Team.

When a child has identified SEN their needs are assessed by the SENCO on entry and any necessary interventions will be implemented as soon as possible. A meeting with the parents /carers and SENCo takes place within the first few weeks in the Autumn term. The child's needs and how best to support them are discussed. Following this, **SEN Support Arrangements** will be put in place including the development of a **One Page Profile** outlining the child's strengths and areas of difficulty. This will ensure all adults involved with the child will know how best to support them. If a child meets the criteria for an **Education Health and Care Plan (EHCP)** then an application will be made within the Autumn Term.

## Plan

Where SEN/D support is required the Key person, SENCO and the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. This is called an **Individual Support Plan (ISP)** and forms part of the SEN Support Arrangements. Targets for the child will be shared with her/him using child friendly language informally and as appropriate. Family Centre services may also be accessed to support progress from the home perspective. All staff who work with the child will be made aware of the ISP. Parents will be asked to share in the monitoring of progress, including parent feedback on home learning. At the first stage of SEND support the child's needs are met under the **Setting Support**. When outside professionals are involved they are categorised as receiving **Specialist Support**.

## Do

The Key person is responsible for ensuring the child's learning needs are met on a daily basis, through individualised input and differentiated strategies. She will liaise closely with the SENCo and LSAs who deliver aspects of the plan, and monitor the progress being made. The SENCO will provide support, guidance and advice for the classroom staff. All staff including lunch time supervisors and supply practitioners are made aware of children who have or may have SEN via the One Page Profile which acts as a starting point for discussions as to how best to support the child.

## Review

The effectiveness of support arrangements and impact on the child's progress is constantly monitored by the SENCo, LSAs and Key people. The ISP is seen as a working document which may be adapted in consultation with the SENCo. Parents/carers are encouraged to participate in a review of the ISP half termly; decisions are made in partnership about how to move forward with support for the child. If a child continues to make less than expected progress a referral to appropriate specialist support from outside professionals may be made. This will be fully discussed with parents/carers and the decision made in collaboration. Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress we will consider requesting statutory assessment which may lead to the Local Authority issuing an **Education Health and Care Plan (EHCP)**. Parents/carers will be involved at each stage of this process and the SENCo is able to offer guidance and support as appropriate. Where a child has an EHCP it must be reviewed by the Local Authority as a minimum every 12 months.

## Managing the needs of Children on the SEN Register

- When a child meets criteria to be placed on the SEN Register it is the responsibility of the SENCo to ensure they have an Individual Support Plan (ISP) to meet their specific needs. This is written in collaboration with parents/carers, key people and LSAs.
- Staff involved in delivering specific ISP targets make daily observations in relation to these targets and record these on a **Progress Sheet** which is stored in the child's **Working File**.
- A costed **provision map** is collated by the SENCo to demonstrate and monitor the additional input the child is receiving.
- Staff meet regularly to discuss children's progress and to share strategies and good practice.
- Every child will be assessed against their targets and these will be discussed and updated at a meeting at least once a term with the parents/carers.
- If a child does not make progress against their targets/outcomes, then the SENCo will collect evidence from outside agencies to support an additional funding request and/or an application for an EHCP.
- If a child has achieved their outcomes then they will be removed from the SEN register after a discussion with the parents/carers.
- It is the responsibility of the SENCo to keep the SEN register up to date and review it once a term.
- The **SEN Information Report** is available on The Wharf Nursery School website and is linked to the LA Local Offer.

**Additional support for SEN/D support** can take many forms. This could include:

- a special learning programme for the child. This might involve delivering therapy interventions recommended by Speech and Language Therapists or Physiotherapists; or individualised programmes for children diagnosed with Autism; activity breaks or calming strategies;
- extra help from a teacher, nursery nurse or LSA;
- 1:1 support;
- making or changing materials/resources and equipment;
- working with a child in a small group;
- focused observation of a child and recording observations made sometimes through the use of developmental profiles;
- helping a child to engage in new activities and social situations in an age appropriate way;
- additional support at lunchtime;
- making sure that a child has understood information by simplifying the language used, using picture/symbol prompts, visual time tables, using Makaton or modelling actions and responses;
- encouraging a child to communicate using Makaton or pictures (PECS);
- reading a story to a child individually before they hear it in a group; pre-teaching vocabulary;
- supporting a child with physical or personal care difficulties, such as eating, getting around nursery school safely, toileting or dressing;
- the Local Authority provides resourced placefunding which contributes to the support of 8 'Named Children'. These places are allocated to children who it is felt may need on-going and detailed assessment, together with advice and support from external agencies. Allocation of these places is made by the Local Authority's multi-disciplinary Early Years Governance panel. (See Admissions Policy).

## **Supporting parents/carers**

We encourage parents to keep in regular contact and aim to be as accessible as possible; we have an 'open door' policy. Our SENCo offers guidance and support through procedures and processes involved in the SEN Support Arrangements and where possible supports parents/carers at multi-disciplinary review meetings.

Our SENCo supports parents/carers by making them aware of how to access:

- The SEN Information Report.
- Surrey's Local Offer which includes other agencies who provide services and advice.
- Transition to the next phase of schooling.

- SEN/D advice Surrey (SAS) formerly Surrey SEND Information, Advice and Support Service (SSIASS) or other agencies e.g. Autistic Society.

### **Supporting children with medical conditions**

- We recognise that children with medical conditions should be properly supported so that they have full access to education, including nursery outings, outside play, cooking etc.
- If a child has a medical condition an individual healthcare plan will be agreed with the parents/carers and any medical practitioners involved.
- Access to any spaces including changing and toilet facilities will be agreed and parents are asked to share specific routines and strategies with staff.
- Training is given to staff when necessary e.g. Anaphylaxis awareness and Epipen training.
- Children with allergies are listed on a warning notice displayed in key areas of the building.
- Advice can be sought from Surrey Access to Education (Medical) Service led by Sue Lynn [susan.lynn@surrey.cc.gov.uk](mailto:susan.lynn@surrey.cc.gov.uk)

Please refer to **Medical Policy**

### **Monitoring and evaluation of SEN/D**

- There is on-going assessment of each child's progress against targets and regular staff meetings to discuss each child's development.
- Learning Journeys are scrutinised; moderation of observations take place and Next Steps are linked to ISP targets.
- The SEN/D Governor offers support and challenge to the SENCo through termly reviews and monitoring visits to discuss the progress of children and developments at both a local and national level. These discussions are reported to the governing body by the SEN/D Governor.
- The SENCo is part of the Senior Leadership Team and as such reports progress, developments and challenges as necessary.
- In addition, the SENCo meets regularly with the Head Teacher to update her on children and their next steps. The Head teacher is responsible for monitoring and evaluating the progress of all children. Her termly Head Teacher Report keeps governors and parents up to date with issues related to SEN/D provision.
- The SENCo meets with the Bursar to discuss funding issues. The SEN/D budget is monitored by the governing body.
- All staff are involved in devising the School Development Plan and the SENCo ensures that SEN/D provision is considered in this process.
- The SENCo meets regularly with local networks and the SENCos of the maintained nursery schools in Surrey to share good practice and review provision.

- Before transition to school, parents/carers are invited to complete a questionnaire commenting on the provision we offer, including SEN/D support.
- External audits by OFSTED take place usually every 3 years.

## **Training and development**

We ensure that all staff keep up to date with developments in teaching and provision to meet the needs of children with SEN/D. These include:

- Identifying training needs of staff during appraisal and auditing processes.
- In-house INSET and training for staff delivered by the SENCO and relevant external trainers. This might be delivered by our attached Educational Psychologist, Physical and Sensory Support Specialists, Health Visitors or other specialist agencies.
- SEND policy and practice induction led by the SENCO for new staff to the nursery school.
- The SENCO's own professional development e.g. attendance at SENCO networks, completion of NASENCo, courses, conferences and specialist knowledge and experience.

## **Storing and Managing Information**

Information is securely managed within The Wharf Nursery School own data management system and confidentiality policy. Confidential reports and assessments are secured in a locked filing cabinet housed in a staff only area. Confidential information is shared with staff and outside professionals on a 'needs to know' basis. Key documents relating to children who have received SEN/D support whilst at The Wharf Nursery School are kept in a locked 'Archive' until the child turns 25 years of age. Any documents not needed for archive are shredded. SEN/D Support Arrangement documents are sent to receiving schools via secure emailing system - Egress. (see Data Protection and GDPR policy).

## **Admission Arrangements**

Our admission policy follows LA criteria and priorities. For details, see Admission Policy.

## **Comments, compliments and complaints**

If a parent/carers has any concerns regarding the education of their child with special educational needs they should contact the school immediately. They may approach the child's Key person, LSA, the SENCO or Head teacher. All concerns are dealt with sensitively and taken seriously. The child's needs are at the centre of our work.

If a parent/carer is not satisfied with the outcome of a formal request to the Local Authority to carry out an Education, Health and Care assessment they may appeal to an SEN tribunal.

Support is available from SEND Advice Surrey (SAS). They offer a confidential Helpline for parents/carers and young people: 01737 737300/ SENDAdvice@surreycc.gov.uk

### **Some useful resources and websites**

ADDISS - ADHD information services [www.addiss.co.uk](http://www.addiss.co.uk)

Asperger's Foundation [www.aspergerfoundation.org.uk](http://www.aspergerfoundation.org.uk)

Early Support Service <http://new.surreycc.gov.uk/earllysupport>

NAS National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)

NAS National Autistic Society Surrey Branch [www.mugsy.org/cgi-bin/tp.pl](http://www.mugsy.org/cgi-bin/tp.pl)

ICAN - Helps children communicate: [www.ican.org.uk](http://www.ican.org.uk)

Down Syndrome Association: <http://www.downs-syndrome.org.uk/>

D of E Guide for Parents on the SEN/D Code of Practice [www.gov.uk/government/send guide for parents](http://www.gov.uk/government/send-guide-for-parents)

Speech & Language Therapists, Royal College: [www.rcslt.org](http://www.rcslt.org)

Surrey Young Carers (for young carers of siblings and parents with disabilities):01483 568269  
[syc@actionforcarers.org.uk](mailto:syc@actionforcarers.org.uk)

SEND Advice Surrey (SAS) formerly Surrey SEND Information, Advice and Support Service (SSIASS) : 01737 737300/ SENDAdvice@surreycc.gov.uk

Surrey's Local Offer: [www.surreylocaloffer@.org.uk](http://www.surreylocaloffer@.org.uk)

- Other information can be obtained from the SENCo.
- A Parent Helpfile is also available to borrow from the nursery site.
- Associated policies available on nursery school website:
- SEN Information Report
- Waves of Provision
- Admissions
- Accessibility Plan
- Behaviour Policy

