

Date Updated	Autumn 2021
Review Date	Autumn 2022



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY	Statutory
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1. INTRODUCTION

Gordano School is committed to providing an inclusive community which provides effective learning opportunities for all students. The fundamental aspiration of the school is; “To provide a rich and rewarding learning journey, empowering all students to be positively engaged and contribute to their communities”. We drive this through our core values of; “Dream Big”, “Do your Best” and “Give Back”. To ensure every student is included, we are committed to identifying individual areas of need and match these to appropriate support and/or provisions to ensure that every student is able to be the best that they can be. The Gordano School SEND Policy aims to:

- 1.1 Set out how Gordano School will support and make provision for students with identified Special Educational Needs & Disabilities (SEND), using a graduated response to their needs by applying appropriate resources and support.
- 1.2 Explain the roles and responsibilities of everyone involved in providing for students with identified SEND.

2. LEGISLATION AND GUIDANCE

- 2.2 This policy should be read in conjunction with other school policies, particularly: Accessibility Policy, Attendance Policy, Behaviour policy, Equality Policy, Safeguarding and Child Protection Policy and the Teaching and Learning Policy (Gordano Learning)
- 2.3 This policy should also be considered along with Gordano School SEND Information Report & Parental Information Guidance (2021-22).
- 2.4 This policy and information report is based on the following legislation:

[Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014)

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

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

Equality Act 2010: Advice for schools DfE Feb 2013

Joint Council for Qualifications (Reviewed Annually)

3. DEFINITIONS

- 3.1 A student has an identified SEND if they have a difficulty or disability, as defined by the SEND Code of Practice (2014), which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

The SEND Code of Practice (2014) states;

“A student of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” Definition of Special Educational Needs (SEN) from the SEND Code of Practice: 0-25 years (2014)

- 3.2 A student has a disability if they have an impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.

- 3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age at Gordano.
- 3.4 Students 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.
- 3.5 Students with a disability do not necessarily have Special Educational Needs.
- 3.6 Students with medical needs do not necessarily have Special Educational Needs. Their needs will be assessed on an individual basis, as per the SEND Code of Practice.

4. ROLES AND RESPONSIBILITIES

4.1 The SENCo:

The SENCo at Gordano School is: Miss Suzanna Divine sdivine@gordanoschool.org.uk

Miss Divine completed her SEN National Award in June 2013 and is a member of the extended Leadership team of the school. Miss Divine will:

- 4.1.1 Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- 4.1.2 Have day to day responsibility for the operation of the SEND policy and the co-ordination of the specific SEND provision made to support students with identified SEND, in particular those students with an Education, Health and Care Plan.
- 4.1.3 Provide professional guidance to colleagues and work with staff, parents and other agencies. This will ensure that students with identified SEND receive appropriate SEND support and high quality teaching with access to a broad and balanced curriculum.
- 4.1.4 Advise on the graduated response to providing SEND support and recommend how this should be reflected in whole school approaches to working with students with identified SEND.
- 4.1.5 Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- 4.1.6 Be the point of contact for external agencies, especially the local authority and its support services.
- 4.1.7 Liaise with associated education providers (primary schools and colleges, for example) to ensure students and their parents are informed about options and a smooth transition is planned.
- 4.1.8 Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements.
- 4.1.9 Ensure the school keeps records of students with identified SEND Support in place, up to date and effectively communicated.

4.2 The SEND Governor

The SEND Governor will:

- 4.2.1 Monitor the effectiveness of SEND provision within the school and regularly update the governing body on key SEND headlines and statistics in the school cohort, including tracking data and updates on resources needed and support required to meet the needs of students with SEND at Gordano School.
- 4.2.2 Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

- 4.2.3 Raise awareness of current SEND issues at governors' meetings and regularly report to the governing body about arising matters of success and concern.

4.3 The Headteacher

The Headteacher will:

- 4.3.1 Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- 4.3.2 Have overall responsibility for the provision and progress of students with an identified SEND and/or disability.

4.4 The Senior Leadership Team will:

The Senior Leadership team will:

- 4.4.1 Work with the headteacher and SENDCo to quality assure provision across the school in faculties and pastoral teams.
- 4.4.2 Work with the headteacher and SENDCo to provide appropriate training and support to enable staff to meet their responsibilities to students with identified SEND.

4.5 Heads of Faculty and Heads of House

The Heads of Faculty and Heads of House will:

- 4.5.1 Work with SLT and the SENDCo to ensure there are appropriate pathways of support in place for students with identified SEND needs, within the curriculum and the pastoral support school systems.
- 4.5.2 Have responsibility for the progress students with identified SEND needs are making within curriculum and pastoral systems in the school. Where students with identified SEND are not making progress, support will be planned in liaison with the SENDCo using an 'assess, plan, do, review' approach to ensure that there is a graduated response to individual needs. These will be jointly tracked and monitored.
- 4.5.3 Work with their teaching and pastoral teams to ensure there are appropriate referral pathways in place for students experiencing difficulties, and who may require additional support from the SEND team - after faculty/pastoral interventions have not supported the student to make expected progress.

4.6 The Class Teachers & Tutors

Every teacher/tutor is a teacher/tutor of SEND and is responsible for:

- 4.6.1 The progress and development of every student in their class/tutor group, including those with identified SEND.
- 4.6.2 Working closely with any specialist staff (SEND Student Support Team) to plan and assess the impact of support/interventions and how they can be linked with classroom teaching and pastoral support.
- 4.6.3 Working with the SENDCo to review the progress of students with identified SEND and decide on any changes to provision in class or pastoral provision.
- 4.6.4 Ensuring they follow the SEND policy, and other key guidance from the SEND Student Support Team including Education Health and Care Plans and Student Support Plans for students with significant and persistent disabilities.
- 4.6.5 Ensuring they use information from the Inclusion Register and the SEND Teacher Guide to make reasonable adjustments and plan appropriate support for students. They must ensure that they also refer to the School weekly bulletin to check for updates to student information.

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION

- 5.1 Students with identified Special Educational Needs and Disabilities have significant difficulties in accessing the environment at school and need additional support. Gordano School recognises Special Educational Needs and Disabilities, as defined by the SEND Code of Practice:

- **Cognition and Learning:** Students with cognitive and learning difficulties may have a specific difference with one particular part of their learning, such as literacy or numeracy that may be linked to issues with processing speed, memory skills, sequencing and organising ideas. This includes those with profiles that suggest Dyslexia, Dyscalculia, Dysgraphia, processing and working memory problems, and those with Global Delay, mild to moderate learning difficulties and a range

of other additional learning needs which may affect cognition (such as processing or working memory).

- **Communication and Interaction:** Speech, language and communication difficulties, which includes Autism and a range of expressive and receptive language difficulties such as developmental language delay (DLD).
- **Social, Emotional and Mental Health:** Students who experience difficulties with their mental health and social and emotional development, including those with difficulties associated with ADHD, attachment and Tourette's Syndrome. They may present with medical needs, mental health needs and/or significant levels of anxiety, which affect their daily lives in a significant and persistent way. These needs will be identified by a qualified medical professional.
- **Physical, Sensory and Medical:** This means that students have a recognised diagnosis, issued by an appropriately qualified medical consultant/specialist that impacts on their ability to access the curriculum, such as epilepsy, vision and hearing impairments, cerebral palsy and hypermobility syndrome, dyspraxia and other difficulties with motor skills. They may have complex physical, medical and sensory impairments, supported through appropriate medically qualified health professionals.

5.2 IDENTIFYING STUDENTS WITH SEND, ASSESSING SEND NEEDS

5.2.1 Students with SEND will be identified through:

- Year 6 transition data and information from primary schools or transferring schools, if it is an in-year admission.
- Parental information regarding diagnosis/assessments from external statutory agencies such as CAMHS, Community Paediatrician, Occupational Therapy, Physical Therapist, Speech and Language Therapist, NHS agencies, Social Care agencies. Teacher, tutor or Head of House referral (read below for further guidance)
- Please note: We are unable to accept a private Educational Psychology report as a diagnosis of a learning difference, in line with the JCQ guidelines. We will inform staff of the identified areas of difficulties and reasonable strategies for in class adjustments.
- School baseline data (CATS and reading and spelling age) and record of support over time.

5.2.2 At Gordano School, all teachers and tutors are responsible for SEND provision. Therefore the teaching team, pastoral team and SEND team work together to identify need, assess progress and provide the most appropriate support, interventions or make reasonable adjustments.

5.2.3 It is not assumed that a student has special educational needs just because they have fallen behind with their learning. For any student who does fall behind, the appropriate provision and interventions are put in place to reduce gaps in learning. Whole school interventions and support for all students, including those with identified SEND, may include:

- Faculty-based intervention
- Pastoral intervention

5.2.4 Class teachers make regular assessments of progress for all students, and are responsible for identifying students who may require additional SEND support.

5.2.5 Pastoral teams regularly assess and monitor students' social skills development and pastoral engagement. Tutors will make regular assessment of student engagement and progress based upon the school pastoral system (merits, sanctions, extra-curricular etc.) and communication with parents/carers. Tutors and Heads of House may wish to refer to the SEND team if a student:

- Presents with significant and persistent social, emotional and mental health concerns which are disabling the students on a daily basis
- Has an identified medical condition which significantly and persistently disables the

- student on a daily basis
- Has a communication and interaction need which significantly and persistently disables the student on a daily basis

5.2.6 When a referral is made to the SEND team, we approach the referral on a needs-led basis. The approach involves approaches detailed in sections 5.4 and 5.5 below.

5.3 CONSULTING AND INVOLVING STUDENTS AND PARENTS

5.3.1 Gordano School recognises that engaging and working with parents/carers is a vital key in providing students with an excellent education. We also believe in the importance of working with the pastoral teams and wider school teams in order to have a holistic plan of support for students with identified Special Educational Needs and Disabilities:

- The SEND Code of Practice emphasises the importance of positive, supportive relationships with all parents/carers.
- All professionals will make every effort to ensure effective communication with parents/carers.
- All staff help parents/carers understand how to contribute effectively to student progress, and will make every effort to ensure that parents & carers understand their rights and responsibilities. The SEND team will guide specifically on rights and responsibilities within the SEND Code of Practice.

5.3.2 When the SEND team receives information about a student's SEND needs or a referral to investigate whether there is an SEND need, we begin a process which involves parents/carers as soon as possible. This communication may be via the Local Authority, for students with an EHCP, through primary schools for students in Year 6, through academic or pastoral staff at Gordano School.

5.3.3 We have an early discussion with the student and their parents/carers when identifying whether students require need special educational provision. These conversations will ensure that:

- Student voice is at the centre of our planning
- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

5.4 ASSESSING AND REVIEWING STUDENT PROGRESS

5.4.1 We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This starts with a referral of concern to the inclusion team.

5.4.2 In order to identify the area of needs and establish the most appropriate support, the Inclusion team, which includes SEND representatives will carry out a clear analysis of the student's needs. This will draw on some or all of the following:

- Any specialist reports and previous IEPs, support plans or information from previous schools.
- Staff assessment and experiences of the student.
- Progress, attainment and behaviour (where appropriate).
- Teachers' assessments, where relevant.
- Tutor and Head of House comments and pastoral records.
- The individual's development in comparison to their peers and national data linked to specialist SEND assessment (where appropriate).
- The views and experience of parents/carers.
- The student's own views.
- Advice from external support services, if relevant.

5.4.3 Where SEND needs are identified, the specialist SEND team will develop a clear picture of need and recommendations for strategies that will support the students engagement

in learning and progress in their timetabled lessons. This will be disseminated to the teaching and pastoral teams, who will make the necessary reasonable adjustments.

- 5.4.4 Where SEND needs are not identified, the referral will be returned to the referrer with suggested next steps from the SEND team.
- 5.4.5 Some students may require a short term 'catch-up' intervention. If this is the case, we will formally notify parents/carers - the SEND Team will issue a letter to state the type of intervention, duration and the review date.
- 5.4.6 Where a more significant and persistent need is identified, the SEND team will work closely with all parties to establish the most appropriate form of support. In some cases this may mean discussing a modified curriculum, or longer term accommodations. Students who need this additional level of support are monitored through the use of a Student Support Plan. This includes a detailed picture of need, key information about the student and SMART outcomes that are reviewed and monitored to assess impact. All teachers and support staff who work with the student will be made aware of SEND needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- 5.4.7 We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

- 5.5.1 At Gordano School, we have a clear structure for transition between Key Stages 2-3, 3-4, and between Key Stage 4 and Sixth Form or College. This is a universal offer and one which provides students with an outstanding level of care and support.
- 5.5.2 In addition to this, we deliver an enhanced inward transition package which focuses upon supporting transition for students with an identified SEND need. This begins with work in primary schools in Term 3 of Year 6, where our specialist Transition Support Worker will become the main point of contact for our most vulnerable students. Students will experience a bespoke transition programme, delivered in small groups, or individually if needed. Our approach is robust and a model of outstanding practice.
- 5.5.3 We carefully manage information between the pastoral and academic teams, as well as with partner schools and colleges. We provide individualised support for students moving away from Gordano and on to their next steps, including supported visits.

5.6 OUR APPROACH TO TEACHING STUDENTS WITH IDENTIFIED SEND

- 5.6.1 At Gordano School, our belief is that every single student is gifted and unique. Our aim is to work with individuals to allow them to realise their potential and to help them find avenues to personal success and self-esteem. Our underpinning aims, as a school dedicated to best practice in inclusive learning are:
 - To provide a broad, balanced and challenging curriculum for every individual student and promote an enthusiasm for lifelong learning;
 - To promote the highest standards of personal achievement and learning within a structured self-disciplined environment;
 - To foster a sense of belonging in a caring and supportive atmosphere;
 - To provide quality learning and quality teaching opportunities for all students;
 - To work in partnership with parents and to forge good working links with the local and wider community and with employers.
- 5.6.2 Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching/Quality First teaching (through the Model of Gordano Learning) is our first step in responding to students who have an identified SEND. Teachers are provided with guidance and information to support students in our Inclusion Register, where reasonable adjustments and in class strategies are recorded.

5.6.3 Where appropriate, we will provide SEND interventions throughout Key Stage 2, Key Stage 3 and Key Stage 4. This is coordinated by the SENDCo and guided by the SEND Code of Practice (2014). These are delivered by the SEND Specialist teachers and the Student Support Workers who work under the four areas of SEND need:

- **Cognition & Learning**
- **Communication & Interaction**
- **Social, Emotional and Mental Health**
- **Physical, Sensory, Medical Disabilities**

5.6.4 The overall aim of our SEND interventions is promote the independence of our learners through:

- Ongoing specialist assessment of strengths, challenge and progress
- Specialist SEND programmes of support under the four areas of the SEND Code of Practice
- Use of appropriate resources to promote independence
- Needs-led (SEND) engagement and mentoring approaches

5.6.5 The SEND specialist Student Support Workers may provide additional support in some of the following ways:

- Time-specific, outcome-focused SEND support in lessons.
- The development of independence packs including the use of enhanced ICT.
- Time specific SMART outcomes-led programmes to enhance key skills.
- SEND support for enhanced and safe access to the learning environment - this relates to physical access/accessibility as well as to learning access and sensory, social access for example.

5.6.6 In addition to the Student Support workers with specialist knowledge and understanding of the four areas of the SEND Code of Practice, we also have Student Support workers who have specialist knowledge of the following:

- Transition
- Education, Health and Care Plans

5.6.7 The SEND team provides an 'alternative curriculum' offer for students at Key Stage 4, led by an SEND Teacher of Key Stage 3 and Specialist Teacher/Assessor of Key Stage 4. This is a curricula which is linked with the national curriculum offer for Literacy and Numeracy across the school.

5.6.8 Using the graduated response to need model, we can refer to a range of services when a young person is not making appropriate progress within our SEND interventions. This will be done in consultation with parents/carers.

5.7 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

5.7.1 At Gordano School, we make every effort to ensure we can make reasonable adjustments to meet the needs of all of our students. Gordano School's Accessibility Policy and Equality Disability policy provides in-depth detail about how we support students in accessing the curriculum and the learning environment. These policies are monitored by the Deputy Headteachers for Learning and Standards and for Pastoral Care. Please see section 4 for more information about these roles and responsibilities.

5.7.2 We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, by option choices, reasonable adjustments, teaching style.
- Adapting and reviewing our resources and staffing, including literacy, numeracy, communication and interaction, Emotional literacy and life skills interventions.

- Using recommended aids once a need has been established by our team, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Making reasonable adjustments in our teaching, for example, giving longer processing times, reading instructions aloud, scaffolding in different ways for different learners, etc.

6. EXPERTISE AND TRAINING OF STAFF

- 6.1 The SENDCO has 8 years experience as a qualified SENDCO (NASENCO) and has worked in a range of mainstream and SEND settings in a SEND leadership role for 15 years, with 21 years teaching experience in total. The SENDCO has specific experience working with students with Autism, having run ASC Resource Bases in Mainstream schools for 10 years.
- 6.2 The SEND team have developed within a model of best practice to support young people according to their identified main SEND need. Our Student Support team work under the elements of the Code of Practice and other identified areas of need (as stated in Section 5.6). There are 11 members of the Student Support Worker team.
- 6.3 We have a team structure, which we believe meets the needs of our students. There are two teachers, one for Key Stage 3 and one for Key Stage 4 - who is also specialist assessor. This expertise guides our approach to delivering SEND methodologies and interventions in line with whole school policies.
- 6.4 We are committed to undertaking appropriate training within our specialist areas and in response to student needs. This is regularly reviewed and supported through 1:1 line management, between the SENDCO and SEND Support Team.
- 6.5 Whole school training is developed based upon the needs of the cohort, guided by the SENDCO. The school training programme is agreed and strategically planned by SLT.

7. SECURING EQUIPMENT AND FACILITIES

- 7.1 In the event that Gordano School has agreed that we can meet the needs of a child who requires specialist equipment (as stated in their EHCP), we will work with appropriate agencies to put this in place. This will be planned through Annual Reviews and ongoing liaison with agencies, students, parents and school staff.
- 7.2 The SENDCO will recommend and provide guidance on appropriate equipment needed for students with identified SEND and, where appropriate, will put reasonable adjustments in place to support students.
- 7.3 The SEND team do not have access to a range of equipment and facilities that are highly specialist and will work with appropriate members of SLT, curriculum and pastoral leaders, to plan reasonable use of school resources. This will be on an individual basis. Please read section 4 for more information on roles and responsibilities.

8. EVALUATING THE EFFECTIVENESS OF SEND PROVISION

- 8.1 We work hard to ensure that students with identified SEND needs are clear in understanding how much progress they are making in intervention. This is done through ongoing monitoring, tracking and reporting of the effectiveness of provision. Our approach represents best practice as guided by the SEND Code of Practice and is delivered in line with Gordano School's Policies.
- 8.2 We evaluate the effectiveness of provision for students with SEND by:
- Analysing whole school data to understand the progress students in intervention are making.
 - Reviewing students' individual progress towards their outcomes regularly.
 - Reviewing the impact of interventions after an agreed number of weeks.
 - Using student voice, teacher/tutor feedback and parental feedback (qualitative feedback).
 - Monitoring by the SENDCO.

- Holding annual reviews for students with EHC plans.

8.3 We welcome visits from other schools and school partners to support our self-evaluation processes. We have working relationships with other schools in the Lighthouse Trust and our School Challenge partners. We are also working with the Whole School SEND Review project, run in collaboration with the Education Endowment Fund to help drive improvement nationally for SEND.

9. ENABLING STUDENTS WITH IDENTIFIED SEND, TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL, WHO DO NOT HAVE SEND

9.1 Gordano School is committed to providing a broad and balanced experience for all students. Please read our Equality Policy for further guidance on our commitment to inclusion and diversity in all areas of school life:

9.1.1 All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

9.1.2 We endeavor to ensure that students are not excluded from taking part in these activities because of an identified SEND or disability.

9.1.3 Support will be available for students whose needs are considered to be a potential barrier for their inclusion.

9.1.4 Additional guidance on how we support students with disabilities is detailed within our Disability Equality Policy and our Accessibility Policy, found on the school website: <http://www.gordanoschool.org.uk/policies/>

10. SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

10.1 We provide quality training to all staff in order to support an environment and culture, which promotes student-centred inclusive approaches in learning and pastoral care for all students.

10.2 Gordano School is committed to supporting positive outcomes for students with a range of social, emotional and mental health needs.

11. WORKING WITH OTHER AGENCIES

11.1 Gordano School works closely and collaboratively with a range of statutory and charity/voluntary agencies, service providers, schools, local authorities (health and social care partners).

11.2 Our approach to multi-agency partnerships is within a student-centred context with a focus upon effective outcomes, support and provision for the young person and their family. We use the graduated response to needs at all times, and liaise with partner agencies in order to escalate concerns to a higher level if required.

12. COMPLAINTS AND CONCERNS ABOUT SEND PROVISION

We work very closely with parents and carers at all times, and should there be concerns about SEND support and provision please contact the SENDCo in the first instance, to discuss your views. Should there be a significant concern about the way in which the SENDCo has managed your concern, please contact the Headteacher, via the PA to the Headteacher.

13. CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF STUDENTS WITH SEND

13.1 'SEND and You' (formerly 'Supportive Parents') in North Somerset offer a range of support for parents of young people with an identified SEND:

<http://www.supportiveparents.org.uk/services-in-n-somerset/>
<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=AmS-kMwOA6k#localoffer>

13.2 THE LOCAL AUTHORITY LOCAL OFFER

Our contribution to the local offer is published on the school website as 'SEND Information for Parents 2021-22'

A clear guide on some terminology of the SEND Code of Practice is here:

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>

Our local authority's local offer is published here:

<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

14. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENDCo and Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

Date Policy adopted: 15th November 2021

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Neil Willey

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Chair of Governors



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Headteacher