

Dane Court Grammar School
SEND Information Report 2020-2021



What kinds of SEND do we provided for in school?

We cater for all four areas of need identified as special educational needs:

- Communication and Interaction, including ASC and speech difficulties
- Cognition and Learning, including dyslexia and processing difficulties
- Social, Emotional and Mental Health, including ADHD, ADD, ODD and anxiety
- Physical and sensory needs such as including physical disabilities, hearing impairments and vision impairments.

What are your arrangement for identifying pupils with SEN and assessing their needs?

Students who join us in Year 7 take the Cognitive Abilities Test in order for us to identify any key areas or discrepancies.

Regular and rigorous tracking and continuous reflection on everyday practice, and the progress of students in their care enable teachers to identify students who are not making expected progress. Despite high quality teaching some students may continue to make inadequate progress in relation to their starting point and in these situations the school uses the following model to ensure that any special Educational Needs are identified quickly.

We follow the advice of the [Mainstream Core Standards](#) to ensure that the curriculum is accessible for or adapted for students with Special Educational Needs. We incorporate the advice provided as a result of internal and external assessments and the techniques and strategies reported in Educational Health Care Plans.

If progress is not made, we may suggest more detailed assessment or screening is required to understand what different approaches are required to enable the student to make better progress. These will be shared and discussed with parents.

Dane Court is experienced in using a few tools to identify specific learning difficulties or barriers to learning. These assessments are undertaken in consultation with parents to gain a deeper understanding of the barriers to learning and understanding the targeted differentiation required within the classroom. These will be used to help identify any additional support and intervention that would reduce this barrier:

Edinburgh 4 reading test (comprehension/timed)

Vernon's individual word spelling test

DASH Handwriting

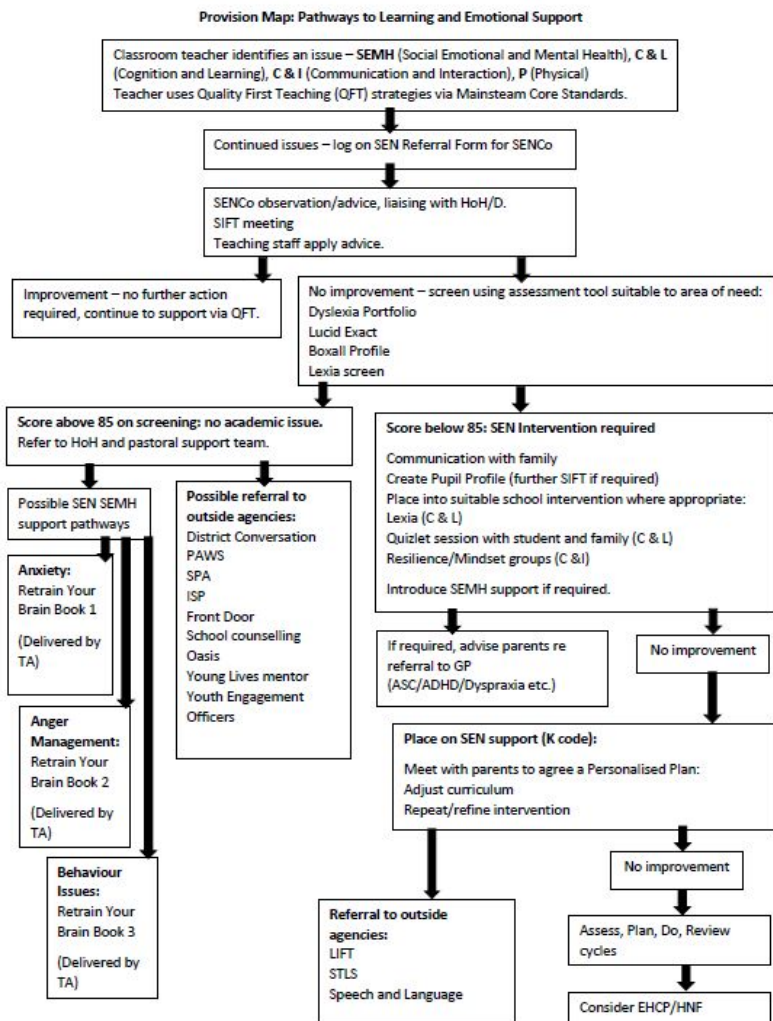
GL Lucid Exact

GL Dyslexia Portfolio

Irlens Syndrome awareness*. For more information regarding Irlen, please refer to www.Irlens.org.uk

Boxall Profile

Sensory checklists



We also have an external assessor who is able to assess students who may need specific access arrangements at GCSE and above (CTOPP 2, WRAT 4, DASH). Following changes to JCQ guidelines and requirements this may incur a charge.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as requiring ongoing support. If the student is able to maintain good progress without the additional and different resources he or she will be removed from the SEN register. When any change in identification of SEN is changed parents will be notified and, where necessary, a meeting and collaborative home/school action plan will be agreed.

Who is the special educational needs co-ordinator (SENCO) and how can I contact them?

The Senco at Dane Court Grammar School is Lucy Holmes.

Please contact the School on 01843 864941 or use the link [here](#) or on the school website to email our SENCO directly.

What arrangements do you have for communicating with parents of children with SEN and involving them in their child's education?

All parents receive a written report at least once a year.

All parents receive an update on progress at least three times a year but in some year groups, up to five times a year.

Parents and students are both involved fully in the creation of QFT Profiles through either a meeting or via email/discussion with the student in school. The discussions are triangulated to produce one comprehensive document for staff.

Students with Education, Health and Care Plans complete a Section A annually which conveys parent and student attitudes to school, their learning and their progress.

The Senco is available at Parents Evenings to meet with SEN students but also to discuss concerns with any students who may be encountering difficulties.

What arrangements do you have for consulting young people with SEN and involving them in their education?

As above, parents and students are both involved fully in the creation of QFT Profiles through either a meeting or via email/discussion with the student in school. The discussions are triangulated to produce one comprehensive document. These documents are usually reviewed once a year, although parents and students are encouraged to communicate changes to their situation as they happen.

Students are encouraged to attend and participate in review meetings (see below).

What arrangements do you have for assessing and reviewing pupils' progress towards their SEN outcomes with parents and the young people themselves? How is the effectiveness of the provision for pupils with SEN evaluated?

We endeavour to meet with parents three times a year to review SEN support. Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. Progress is monitored throughout the year and reported to the governors through the Head teacher's report.

What arrangements are in place for supporting pupils moving between key stages and preparing for adulthood?

Key stage 2 to Key stage 3

During the transition phase from Primary to secondary school, the SENCO will liaise with SENCOs from feeder Primary schools to discuss all students identified with Special Educational Needs. The SENCO also studies students' SEN files and we call upon parents to come forward to talk to the Senco at Induction Evening; this may lead to further contact and arrangement of further transition activities in order to prepare the student for school life. Any information gained through close analysis of files or meetings with parents is collated and passed on to all teaching/support staff via Quality First Teaching Profiles and/or the AEN register in order to promote a smooth transition into their education at Dane Court Grammar School.

We have a series of presentations available on our school website to help Year 6 familiarise themselves with many aspects of the environment at Dane Court, introduced as a reaction to Coronavirus restrictions to transition events, but we aim to use this model again in future to facilitate all students, although SEND students will be signposted specifically to these resources.

In addition to the transition day provided for all students, some of those students who are identified with a special educational need may be invited for an additional transition morning where they will see the school in action, complete a treasure hunt to familiarise themselves with the building and practice purchasing items from the canteen at breaktime. Parents are invited to attend to complete Quality First Teaching Profiles for their children to help staff become aware of their needs before meeting them in September.

Key Stage 3 to Key Stage 4

The school supports all students through the Options process in Year 9, to ensure students are on an appropriate pathway in Key Stage 4 to achieve their full potential. EHCP students and those with SEN have

additional support, as required, in discussing the KS4 curriculum and subjects. Assemblies, PSE lessons, conversations with tutors and subject teachers and Options Information Evening all form part of the guidance and support for students.

Key Stage 4 to Key Stage 5

Students with an EHCP and those on SEN Support will have additional support in making choices about their inward destinations for Post-16 study. Annual reviews for EHCPs will be held in Term 1 or 2 of Year 11, and those on SEN support will also be given an opportunity to discuss potential provision in a review meeting in Term 2 of Year 11.

The school makes contact with the future destinations of all year 11 students with EHCP - Education Health Care Plans. Transition programmes are implemented where appropriate and students are supported throughout the process: from UCAS application, preparing students for interviews and ensuring that students' future colleges/sixth forms have information regarding the required support for each individual.

The school makes contact with previous institutions for external admissions for all year 11 students with EHCPs joining us for Year 12. Transition programmes are implemented where appropriate and students are supported throughout the process of inclusion into the IBDP/CP and their progress monitored to ensure all needs are met. There is a period of retesting to assess both need and access arrangements as the IB require more recent testing from Year 11 onwards to honour exam arrangements.

For further information on overcoming barriers in exam situation, please see the Exam Access Arrangements Policy.

In terms of the lessons at school, what adaptations are made to the curriculum and the learning environment for pupils with SEN?

At Dane Court Grammar School we believe that:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37)

We believe that that our students will learn the most by being in our classrooms and being challenged by skilful subject specialists. Our approach to accommodating special educational needs is to help remove the barriers that may be stopping them accessing these lessons or the curriculum within them.

We utilise the 'Dane Court 6' which we believe to be best practice for all learners including those with SEN:

1. Challenge for all
2. High quality talk
3. Practice
4. Feedback
5. Support for learning
6. Recall and review

All staff have access to all of the SEN information in our Additional Educational Needs (AEN) Register and this is held within a folder that contains a raft of information on specific conditions and resources for accommodating for those needs to develop appropriate in class support in the first instance. This is continuously updated.

Students who are identified as SEN or SEN Support also have a Quality First Teaching Profile (previously named Pupil Profile) linked to their entry within the AEN Register. This provides detailed support of the student’s needs, a snapshot of progress data, a detailed picture of their opinions of their specific area of need and suggested strategies from the Learning Support Department to use within the classroom. Some students listed as ‘Quality First Teaching’ (QFT) on the AEN register also have a Quality First Teaching Profile however these students’ needs are met by adaptation to the classroom environment or teaching and they do not require any additional support beyond these adjustments.

At Dane Court Grammar School, we adapt the curriculum and the learning environment for students with special educational needs as required. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. Full details of how the curriculum is adapted to meet the needs of SEN students are included within the Department policies and curriculum documentation.

Adaption to curriculum and learning environment include:

- Use of scaffolding embedded into teaching styles to ensure all pupils are able to access the curriculum
- Use of differentiated teaching where appropriate: longer processing times, providing more notes, peer groupings/pairings, audio and visual aids etc.
- Using recommended aids such as laptops, coloured overlays (see our Coloured Paper Policy), visual timetables, task management boards etc.
- Visual impairment support such as laptop use, enlarged font size and Impero link up between staff electronic whiteboard and student laptops
- Hearing impairment support such as laptop use and use of Assistive Listening Devices as directed by the Specialist Teaching and Learning Service.

What additional support for learning is available for pupils with SEN and for improving emotional and social development of young people?

In addition to differentiation within the mainstream classroom, the school employs additional teaching approaches and interventions, resulting from the findings of internal and external assessment. Some of these programmes are also offered to students without a recognised area of need.

We offer:

Year Groups	Key Stage 3, 4 and 5
Mental Health First Aid: Anxiety (Book 1)	<p>PURPOSE: A programme of support for students encountering anxiety and emotional regulation issues preventing them accessing education fully.</p> <p>AIMS:</p>

	<p>Students will be more knowledgeable about what happens to the brain when they are anxious and will use a scientific approach to learning about strategies that can help manage anxiety.</p> <p>Students will self-select a range of strategies to practise.</p> <p>HOW IS IT ACHIEVED: This short term course is designed to take place over three 1-hour sessions via video, with the expectation that students will practise using strategies once it is complete.</p> <p>Progress is reviewed after 4 weeks of practice.</p> <p>Next stage: Resilience or Mindset Mentoring, outside agency support.</p>
<p>Mental Health First Aid: Anger Management (Book 2)</p>	<p>PURPOSE: A programme of support for students encountering anger management issues preventing them accessing education fully. Students may have been referred if they have been aggressive in school, verbally or physically.</p> <p>AIMS: Students will be more knowledgeable about what happens to the brain when they are angry and will use a scientific approach to learning about strategies that can help manage overwhelming emotions.</p> <p>Students will self-select a range of strategies to practise.</p> <p>HOW IS IT ACHIEVED: This short term course is designed to take place over three 1-hour sessions on a via video, with the expectation that students will practise using strategies once it is complete.</p> <p>Progress is reviewed after 4 weeks of practice.</p> <p>Next stage: Resilience or Mindset Mentoring, outside agency support.</p>
<p>Mental Health First Aid: Classroom Behaviour (Book 3)</p>	<p>PURPOSE: A programme of support for students demonstrating challenging behaviour in the classroom preventing them accessing education fully. Students may have been referred if they have reached a significant number of behaviour points and/or have had</p> <p>AIMS: Students will be more knowledgeable about what happens to the brain when they are demonstrating challenging behaviour and will use a scientific approach to learning about strategies that can help manage overwhelming emotions that occur in these situations.</p> <p>Students will self-select a range of strategies to practise.</p>

	<p>HOW IS IT ACHIEVED:</p> <p>This short term course is designed to take place over three 1-hour sessions on a 1-1 or 1-2 basis, with the expectation that students will practice using strategies once it is complete.</p> <p>Progress is reviewed after 4 weeks of practice.</p> <p>Next stage: behaviour contract, behaviour support plan, support from outside agencies (if not already utilised), Resilience and/or Mindset Mentoring</p>
--	---

N.B the numbers of the books do not indicate progression, they are to keep the title more anonymous. The booklets the students work through are called 'Retrain Your Brain: Book 1' and so on. The resources in these have been collated from a wide variety of sources referenced throughout.

Year Groups	Key Stage 3
Resilience group	<p>Purpose- A support programme for those with SEMH needs and other difficulties, to help build up resilience, self confidence, empathy & team work.</p> <p>Aim- To enable students to focus on the bigger picture, develop their social skills and adopt a positive proactive approach to learning and life.</p> <p>Achieved- 10 sessions x1 hour developing self-esteem, support strategies, goal setting, problem solving strategies, whilst highlighting the importance of teamwork and empathy skills.</p>
Mindset Mentoring	<p>Purpose- Students struggling to have a proactive approach to learning ability and their own self confidence.</p> <p>Aim- Students to understand growth mindset and the ability to apply strategies to challenges in life & learning. Intense focus on developing self-esteem, a growth mindset & adopting a proactive approach to learning.</p> <p>Achieved- 6 sessions x 1 hour maximum of 4 students. Series of activities and discussions on the neuroplasticity of the brain with intense focus on developing a growth mindset and applying this to learning & life.</p>

Year Groups	Key Stage 4
1-1 mentoring	<p>Purpose- Students presenting with low self-esteem & social difficulties have a chance to develop a growth and resilient mindset to face life's challenges with confidence.</p> <p>Aim- To help students to improve their self-esteem, use strategies to overcome their fears and anxiety along with general resilience & attitude to learning in their later teenage years.</p>

	Achieved- Ongoing support both in school and at home to create effective goal setting, coping strategies, problem solving strategies and develop a growth mindset.
--	---

Year Groups	Key stage 3 and 4
Lexia	An online computerised literacy catch-up programme covering spelling, grammar, punctuation and comprehension. Students work through a baseline assessment which then places them into a suitable level from which to develop skills.

Year Groups	KS3 and 4
Handwriting Intervention	<p>Purpose To improve students handwriting style and speed</p> <p>Aims To improve on students' DASH results for handwriting speed and illegible words.</p> <p>How it is achieved A booklet of activities to be worked through, each building on previous skills. All activities are versions of fine motor work with a pen or pencil. DASH assessment before and after the intervention If progress is not made, we would investigate the option of starting touch typing Intervention with a view to this being their normal way of working for exams.</p>
Touch-typing Intervention	<p>Purpose To develop touch typing skills for students who have been unable to improve their handwriting skills.</p> <p>Aims To improve touch typing speeds - words per minute and accuracy. To build up evidence for use of laptop for GCSE and IB examinations.</p> <p>How it is achieved Digital programme that builds touch-typing skills over a period of time defined by user usage. Sessions are once a week for 20 minutes, but students can also access the programme from home.</p>

We also have a pastoral support team to ensure all students, especially those with SEN, are well-supported and know they have someone to talk to beyond the form mentor. The pastoral team work closely with the SENCO and the Learning Support Department to make sure all students, including those with SEN, are helped in a timely fashion.

Anita Ives and Laura Rattenbury are our pastoral support staff. They are actively involved in the transition of our Year 6 students joining us in Year 7 and use this to get to know the students well.

What expertise and training do staff have to support pupils with SEN in school?

Teachers and support staff engage in regular professional development, to refresh and/or develop the skills required to the specific needs of all students, targeting specific learning difficulties and implementing strategies and techniques that benefit all students. During the last year, teaching staff have engaged in specific training around a range of scaffolding methods to aid progress. Having completed an audit of our high incidence SEN, future work will take place around ASC, Dyslexia and mental health first aid.

Our Senco has completed the National Award for Special Educational Needs.

30 of our staff have completed the Level 2 Certificate in Understanding Children and Young People's Mental Health.

One of our teaching assistants has completed the Thanet Inclusion Support Service Wellbeing Champion course and is our lead within the SEN Department for student wellbeing.

We have teaching assistants designated to the English and Maths departments.

We have a teaching assistant who specialises in the management of physical disability.

The teaching assistants and Senco regularly attend courses to continue their professional development.

We utilise the Zones of Regulation in our approach to all students requiring our support for SEMH and this underpins our ethos when dealing with emotional literacy in particular. All TAs have had access to basic training in the Zones of Regulation.

How is specialist expertise secured if it is required?

Where a training need or a need for specialist advice is identified, we will find a provider who is able to deliver it. Training providers we can approach are, Specialist Teaching and Learning Service (STLS), NHS Speech and language therapists, and we can seek advice from Thanet Inclusion and Support Service. The Senco attends a local SENCO forum to receive up to date information and training in a number of relevant areas.

How will equipment and facilities to support my child with SEN be secured if it is needed?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

How do you enable students with SEND to engage in all activities available in school?

All clubs, trips and activities offered in school are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will liaise with parents to discuss potential additional needs in advance of the trip and use the resources available to provide additional adult support to enable the safe participation of the student in the activity.

How does the school involve other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' special educational needs and supporting their families?

The local authority and any involved parties are invited to all Annual Reviews of EHCPs.

Which support services can I contact to help my child with SEN?

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

Who can I contact within the school if a young people or parent/s have concerns?

Your child will have a Form Mentor and Head of House or Year Leader who should be contacted in the first instance.

You can contact the Senco, Mrs Lucy Holmes (click [here](#) to send a message), using the website email link or by calling the school on 01843 864941.

If you have a safeguarding concern, please contact our Designated Safeguarding Lead, Steve Sunderland (click [here](#) to send a message), using the website email link or call the school as above. You could also discuss your concern with one of the Deputy Designated Safeguarding Leads, Rachel Rolls and Anita Ives. Further information is available on our [school website](#).

Where can I find details about the local offer?

(The Local Offer is a central directory for all information and services available to children with special educational needs within the county.)

The Kent Local Offer can be found here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at school?

The normal arrangements for the treatment of complaints across the federation are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the child's form tutor, pastoral Head of House/Head of Year, SENCO, Senior Leadership team, Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case

refers to disability discrimination, or to the Secretary of State for all other cases. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

What are the arrangements for the admission of disabled pupils?

Our Admissions policy outlines the arrangements for the admission of disabled pupils. Section 2 of our Admissions policy outlines medical/health and special access as follows:

Medical/health and special access reasons: this will be applied in accordance with the school's legal obligations in particular those under the Equality Act 2010. Priority will be given to children under this criterion whose health or physical impairment means they have a demonstrable and significant need to attend Dane Court Grammar School. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend Dane Court Grammar School. Medical/health and special access reasons must be supported with written evidence from an appropriately qualified medical practitioner who can demonstrate a special connection between these needs and Dane Court Grammar School.

What steps you have taken to prevent disabled pupils from being treated less favourably than other pupils in school?

Dane Court Grammar school will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is disadvantaged because of a disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including adjustments to the building, the curriculum and provision of auxiliary aids and services) to prevent them being placed at a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

What facilities do you provide to help disabled pupils access your school?

There are various elements of the accessible design evident on the campus which include:

Power assisted sliding doors to the entrances of the majority of the buildings

Level access to buildings.

Visual contrasts to internal surfaces between key elements including walls, doors, floors, WC

fixtures and fittings, handrails, lift controls, door handles and light switches.

Vision panels including, as appropriate, manifestations.

Acoustic seals.

Passenger lifts with accessible controls and a voice announcer.

Lift access to all floors.

Unrestricted lift access provided for events where visitors are accessing the school.

Accessible WC's of sufficient size and including grab rails, emergency alarms and fittings of the correct height for wheelchair users.

Sufficiently wide entrance doors to classrooms.

Hearing enhancement systems in the Heart, Theatre and Sports Hall.

Height adjustable tables in curriculum areas and at least one height adjustable workstation or bench per specialist curriculum area.

Light fittings with diffusers to avoid excessive glare. All new lighting exceeds 2.3m in height to avoid interference with hearing aids. All light fittings are being changed to diffused LED units.

Visual beacons linked to the fire alarm system in unsupervised areas (WC's) for people with hearing impairments.

Visual beacons linked to the fire alarm system in noisy curriculum areas e.g. music and drama.

All areas have visual detector bases.

Refuge areas.

Split level reception areas and counters.

Access to a portable vertical rise lift to access the stage in the main building.

Tactile paving.

Two accessible car parking spaces.

Directional and identification signs with sufficient visual contrast between text and signboard with case sensitive text to enable easier reading for partially sighted people or people with learning difficulties.

Meeting Rooms provided on the ground floor for ease of access to visitors.

Dane Court Grammar School management and operational Issues relating to the campus:

There are a wide range of maintenance duties performed either in-house or by specialist contractors to ensure that the school's facilities continue to meet the needs of all users. The duties include:

External routes are kept clean, unobstructed and free of surface water, snow and ice.

Designated car parking spaces are not used by non-disabled drivers and are kept clear of obstructions.

Door closures and door ironmongery is maintained.

Spaces required for wheelchair manoeuvres are kept free from obstruction.

Lifts are checked quarterly for proper functioning.

WC's are not used as unofficial storage areas.

Regular cleaning and polishing of surfaces whilst ensuring that this does not render slip-resistant surfaces slippery.

Ensuring that junctions between different flooring materials do not become worn thereby presenting a tripping hazard.

Windows, lamps and blinds are kept clean to maximise available light.

Blown light bulbs are swiftly replaced.

Air conditioning and heating units are regularly maintained to minimise noise due to wear.

Exit routes are checked daily for freedom from obstacles (including locked doors) and combustible materials.

Alarm systems (including those in WC's) are checked weekly.

Personal Emergency and Evacuation Plans (PEEPS) are provided for all permanent and temporarily disabled students and staff.

In addition to the above the school shall ensure that:

Staff are trained in evacuation procedures with additional training provided as necessary for staff responsible for evacuating students with particular needs.

Any changes to the campus comply with the design philosophy as far as is reasonably practicable – repairs will be made on a like-with-like basis, redecorations will comply with colour contrasts, signs will be updated etc.

Access to the curriculum

Our school offers a differentiated and scaffolded curriculum for all pupils.

We use resources, both physical and human, tailored to the needs of pupils who require support to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs using Assess, Plan, Do, Review where a student is identified on the SEN register.

To improve and maintain access to the teaching and learning environment we have:

- Internal signage suitable for visually impaired students
- Large print resources available of multiple sizes depending on student needs
- Note taker for Hearing Impaired students
- Link up between electronic whiteboard and student laptop (to support visually and hearing impaired students)
- Extensive use of Google Classroom to support communication with students and parents
- Large print, dyslexia and reluctant reader-friendly books are provided in our library.

Where can I find your school's accessibility plan?

The accessibility plan is located within the Required Information section for parents.

Created by: Lucy Holmes

Role: Senco

Date created: 17.11.2020

Review: September 2021