

Headteacher: Cassie Moss

Schools Information Report

Yerbury, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN). Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

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

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupils special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

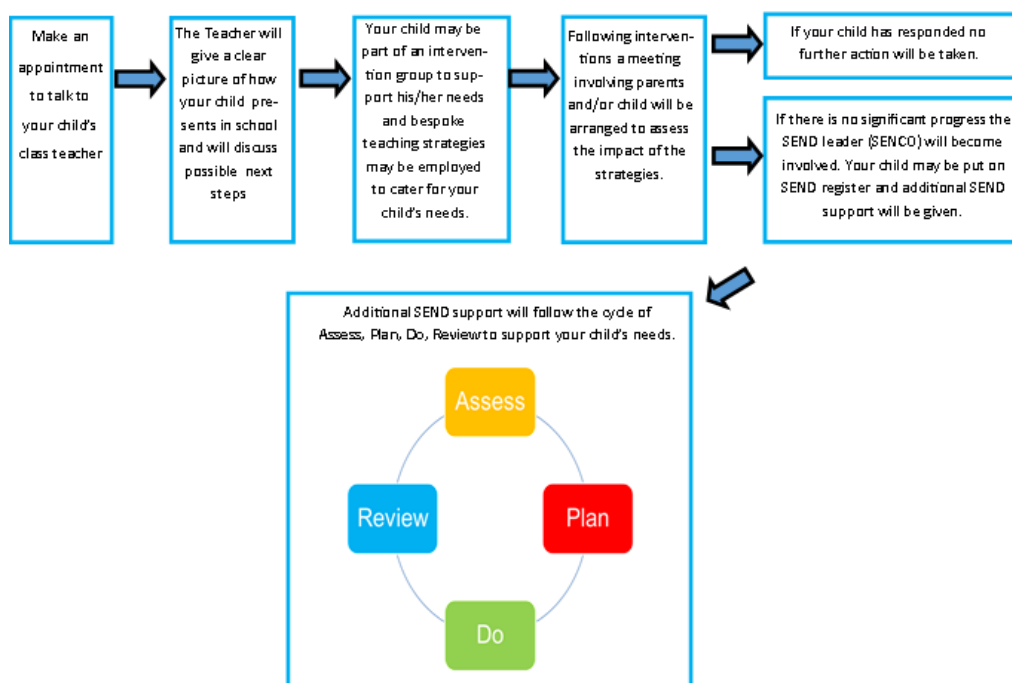
- consultation with local parents and carers by Islington Council
- ongoing feedback from parents and carers and school staff at Yerbury

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2026.

If you need any more information please see our SEN Policy or contact the SENCO, William Hann, via admin@yerbury.islington.sch

What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



For more information on how Assess, Plan, Do, Review works watch this short video:

<https://www.youtube.com/watch?v=1lsJveEuMHc&feature=youtu.be>

Frequently Asked Questions

1. What kinds of Special Educational Needs (SEN) does the school cater for?

Yerbury is a mainstream primary school and welcomes children and young people with SEN in one or more of the following areas:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is/is not fully accessible to pupils with mobility difficulties. See section 6}
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils.

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We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

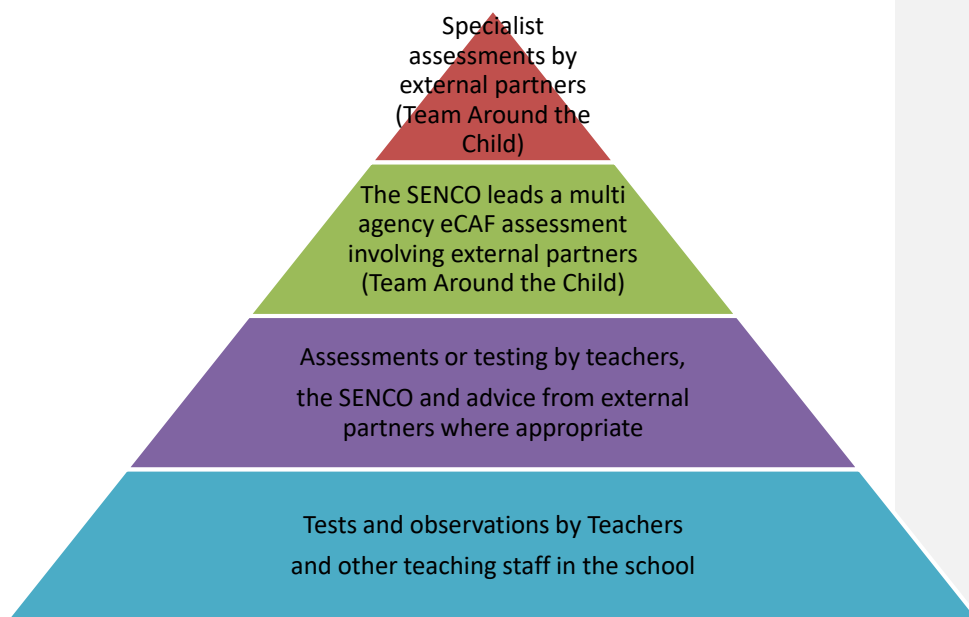
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:



When considering if a child needs SEN support the school takes into account :

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

Further information is set out in our SEN Policy.

3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

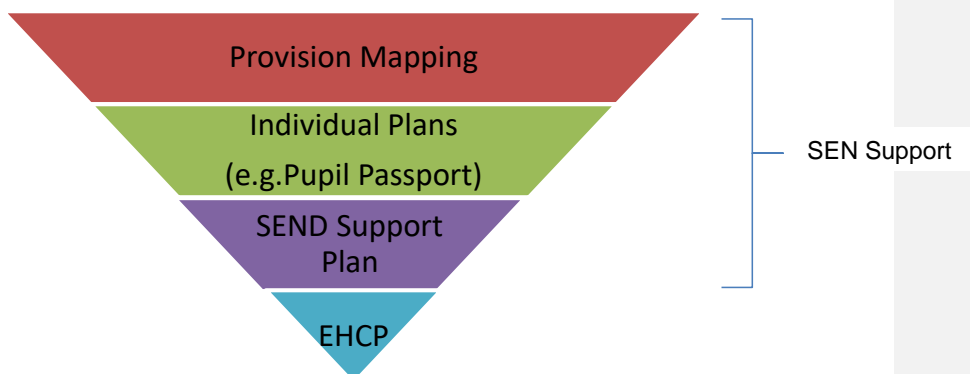
Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning

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arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Pupil Passport: This is a 1-page profile with information about how your child learns with advice for supporting him/her: most often used for children with SEMH difficulties.

SEND Support Plan: A document containing an action plan listing the goals and provision to meet the child's SEND.

Education Health and Care Plan (EHCP) : Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for

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requesting an EHCP assessment in Islington can be found on the Council's Local Offer website. www.islington.gov.uk/localoffer

Education, Health and Care Plans (EHCPs) are issued by the Local Authority for children and young people whose needs require provision that goes beyond what is ordinarily available in a mainstream setting. The EHCP is used by the school to plan, deliver and review the special educational provision needed to support the pupil effectively.

Each EHCP includes:

- a detailed profile of the child, highlighting their strengths, interests and aspirations for the future
- a description of their education, health and care needs
- the agreed outcomes for the next phase of their education, developed in partnership with the child, their family and professionals
- the specific education, health and social care provision required to meet their needs

Each EHCP is accompanied by an annual support or action plan, which sets out the pupil's short-term goals for the coming year.

a) How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively..

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCO and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and

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compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEN support, we will usually provide feedback to parents more regularly. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations and we will review progress and provision during the school year. Some pupils with SEN may have more frequent reviews if they are required.

This is called the **Assess, Plan, Do, Review** process.



Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENCO. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well

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- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

c) What is the school's approach to teaching pupils with SEN?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully, taking into account the wide range of needs within their class. Assessment information and progress reviews are used to set ambitious yet achievable targets that encourage all pupils to reach their full potential.

Lessons are planned with the needs of pupils with SEND in mind, ensuring that, wherever possible, they can access the full National Curriculum alongside their peers. The progress of pupils with SEND remains the responsibility of the class teacher.

Teaching staff adapt learning activities to match pupils' abilities and needs. Support staff, such as Teaching Assistants and specialist staff, may work with pupils in pairs, small groups or individually to deliver targeted interventions or provide additional support within lessons.

The type of SEND support provided is based on reliable evidence of what works best. The school is careful to avoid an over-reliance on one-to-one adult support, as research shows that this can sometimes limit pupils' independence and confidence as learners.

The SENCO, supported by the Senior Leadership Team, ensures that all staff have the knowledge, skills and training needed to deliver high-quality teaching and effective interventions for pupils with SEND.

d) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND). In line with the Children and Families Act 2014 and the SEND Code of Practice (2015), the school has a duty to use its best endeavours to secure the special educational provision required for pupils with SEND, and to ensure that they can access a broad and balanced curriculum alongside their peers.

We work closely with families and, where appropriate, with external professionals to identify the needs of pupils and plan any adaptations to the curriculum, teaching approaches, or learning environment. This process begins, wherever possible, before a child joins the school so that we can put in place the right adjustments and support from the outset.

Teachers are supported by the SENCO to assess, plan and adapt the curriculum to meet individual needs. This may involve differentiation of teaching and resources, targeted support, or specialist advice from external agencies. Examples of adaptations we may make include:

- providing visual resources and scaffolds to support understanding
- adapting classroom layouts to improve access and reduce distractions
- creating calm or quiet areas for regulation and sensory needs
- installing equipment such as sound loops or accessibility ramps
- providing specialist ICT software or hardware

The SENCO works closely with the Headteacher and Senior Leadership Team to review and monitor the effectiveness of adaptations, ensuring that all pupils with SEND are able to engage fully in school life and make progress from their individual starting points.

e) What additional support for learning is available to pupils with SEN?

The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include

Waves of Intervention Model



specialist interventions.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals.

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f) What extra curricular activities are available for pupils with SEN?

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 8am – 9am
- After school clubs including sports, arts and music activities
- Inclusive sports events

We try to make sure that all pupils with SEN can engage in these activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to pay for any training, resources or equipment that may be needed..

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for years 5 and 6. We will involve parents of pupils with SEN in the planning of school trips and residential to assess the benefits and risks and identify how the needs of individual pupils can be best met.

The school also provides access to childcare through a partnership with a local after school play centre that delivers term time after school and holiday time childcare in school.

g) What support is available for improving the emotional and social development of pupils with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN. We have developed our own THRIVE Framework which outlines the support available and provides a guide for the steps to take when a child is struggling with SEMH difficulties. The THRIVE Framework is a person-centered model for children and young people's mental health and wellbeing services, designed to create supportive communities through a common language for needs-based support categories

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

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For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher from external professionals - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions with an SEMH focus - to promote positive behaviour, social development and self-esteem. These may sometimes be run by an external service such as CAMHS
- individual plans - to support pupils during transition periods, break times
- Emotional Literacy Support Assistants (ELSA) in school who are trained to support children with their SEMH difficulties via 6-8 individual sessions.
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, play therapy, drama therapy or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

Thrive

4. Who is the SEN Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEN. They work closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs

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- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- overseeing the records of all children with SEN and Disability
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

William Hann - Special Educational Needs Coordinator (SENCO for short)
Email: whann@yerbury.islington.sch.uk

You can request a meeting with the SENCO by email or phone. The SENCO is also often available to speak to in the playground before and after school.

5. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

Our links to external organisations with specialist training and expertise are listed in Appendix 1

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6. What equipment and facilities are available to support pupils with SEN?

Yerbury has a flat site at pavement level with 3 playgrounds that are all at the same level and step free. The school buildings consist of a main three-storey block. Whilst nursery and reception classrooms are on the ground floor, all other year groups are on the middle and top floors. There are 2 separate flights of stairs to all floors but no lifts. There is no disabled toilet. The school office is on the first floor.

Equipment available in our school to all children at any time needed:

- Microphone system available to enhance hearing
- Sensory equipment
- Devices for additional recording e.g. Cameras, video recorders, voice recorders
- SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes including.

The school will consider purchasing other equipment if there is an agreed identified need, especially for children with an EHCP and / or significant needs.

7. What are the arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with Will – SENCO - or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

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- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
- Parents as Educators programmes e.g. maths workshops, early writing, ELS (phonics) and reading

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

We have parent SEN ambassadors who meet regularly and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENCo.

8. What are the arrangements for consulting and involving pupils with SEN in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. Children are consulted about their learning and how they feel about a range of topics annually before the spring term parents' meeting. A summary of these findings are discussed with parents at the parents meetings.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation

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- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council (Yerbrarians)
- Annual pupil survey

9. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCo (details below)
- The head teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN governor will then refer to the complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit intimidating and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint you may want to contact The Special Educational Needs Community Support Service (SENDIAS)

Tel no 0203 316 1930

Website www.family-action.org.uk

Email islingtonsend@family-action.org.uk

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As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEN can be found in the Local Offer. See question 13 below.

10. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist advisory teachers
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes ,tube feeding,
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g at annual reviews

We run 'meet the agencies' events over the course of the year via SEN coffee mornings, in which we invite parents/carers to come and meet some of the different outside agencies with whom we work.

11. What local support is there for the parents of pupils with SEN?

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Information about local support in Islington is called **The Local Offer** and is located here: www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

email fis@islington.gov.uk

Website: www.islington.gov.uk/fis

The Special Educational Needs Community Support Service (SENDIAS)

is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

Offers a range of services to assist the parents/carers of children with SEND.

These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paper work
- Supporting young people up to 25 in their own right
- Signposting to other services
-

Tel no 0203 316 1930

Website www.family-action.org.uk

Email islingtonsend@family-action.org.uk

12. What are the school's arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEN (examples)
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In to nursery / Reception	<ul style="list-style-type: none"> • Swift transfer of records • Home visit • Work with Islington's Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above)
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.
–Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting for children with an EHCP • During Year 6, the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Where needed, and additional multi-agency meeting may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex

13. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

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All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

Camden Local Offer: www.localoffer.camden.gov.uk

Hackney's Local Offer: www.hackneylocaloffer.co.uk

Haringey Local Offer: www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer

Appendix 1 External organisations

Name
Early Years Inclusion Team

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Richard Cloudesley Outreach Service
The Bridge School Outreach Service (ASC)
Samuel Rhodes School Outreach
Educational Psychology Service
CAST (Child & Adolescent Support Team)
CAMHS (Child & Adolescent Mental Health Service)
AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
Children's Therapy Team (Speech & Language/Occupational Therapy)
Behaviour /SEMH Support Service
Child Protection Advisors
PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
Social Services