

# Henry Hinde Junior School



## Special Educational Needs and Disability Policy

September 2022

## 1.0 - Introduction

**1.1** - In adopting this policy the Principal has taken advice from the School Leadership Team.

**1.2** - This policy was reviewed and accepted by the Aim Board as part of their policy review process.

## 1.3 - Scheme of Delegation

**1.3.1** - The following scheme of delegation must be complied with:

- The **Principal** must propose any changes in policy to the Aim Board;
- The proposed changes must be approved by both the Aim Board.
- In proposing any changes to this policy the **Principal** should consult the School Leadership Team.

**1.3.2** - This scheme of delegation reflects the minimum requirements in the amendment of this policy. The **Principal** may wish to consult the Aim Board other staff, or external experts when wishing to amend the policy.

**1.3.3** - This scheme of delegation is taken from that approved by the Board of Directors of Trustees. As such, this scheme cannot be altered as part of the amendment of this policy.

**1.4** - This policy should be reviewed annually. This policy may be reviewed more frequently if the school receive advice as to its improvement or should changes in statute or regulation necessitate a change.

## School Arrangements

### **2.0** - Definition and Aims

**2.1** - High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children.

**2.2** - Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

**2.3** - A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. **2.4** - A child of compulsory school age has a learning difficulty or disability if she or he:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream

schools.

We at Henry Hinde Junior School believe that each pupil has individual and unique needs.

**2.5-** However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

**2.5** - We acknowledge that a proportion of pupils will have SEN at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

**2.6** - Henry Hinde Junior School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum.

**2.7** - Henry Hinde Junior School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

**2.8** - We aim to:

- remove barriers to achievement and learning and to narrow the gap between those who do well and those who do not;
- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- identify, assess, record, and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of the pupil's development;
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service;

- ensure that the responsibility held by all staff and the governor responsible for SEND is implemented and maintained;
- meet needs appropriately and inclusively.

## 2.11 - Disability Discrimination Policy

**2.11.1** - It is unlawful to discriminate against disabled pupils. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

**2.11.2** - A school discriminates if:

- it treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification;
- it fails, without justification, to make reasonable adjustments which require the school to think ahead, anticipate the barriers disabled pupils may face and remove them before a disabled pupil is placed at a substantial disadvantage.

## 3.0 - Roles and Responsibilities

**3.1** - Provision for pupils with SEND is a matter for the school as a whole.

**3.2** - It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations.

**3.3** - All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet these needs.

### 3.4 - The Aim Board

**3.4.1** - The Aim Board has appointed a representative (the SEN governor) who, together with the Principal and the SENDCO, is actively involved in a self review of the provision for children with special needs and implementation of the policy within the school.

**3.4.2** - Governors must ensure that:

- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEN;
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEND policy;
- they have regard to the requirements of the Code of Practice for SEN (2014);
- parents are notified if the school decides to make SEND provision for their pupil;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

**3.4.3** - Governors play a major part in school self-review. In relation to SEND, the Aim Board will ensure that:

- they are involved in the development and monitoring of the school's SEND Policy and that the school as a whole will also be involved in its development;
- SEND provision is an integral part of the School Development Plan;
- the quality of SEND provision is regularly monitored.

### **3.5** - The Principal

**3.5.1** - The Principal has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the Aim Board informed about SEND issues;
- working closely with the SEND co-ordinator;
- the deployment of all SEND personnel within the school.

**3.5.2** - The Principal has overall responsibility for monitoring and reporting to the Aim Board about the implementation of the schools' SEND Policy and the effects of inclusion policies on the school as a whole.

### **3.6** - The SEN Co-ordinator (SENDCO)

**3.6.1** - The SENDCO is named in Appendix 1. S/he works closely with all staff, the Principal, parents and outside agencies ensuring the best possible provision for children with SEND.

**3.6.2** - The SENDCO has responsibility for:

- overseeing the day to day operation of the school's SEND Policy;
- co-ordinating the provision for pupils with SEND;
- ensuring that an agreed, consistent approach is adopted advising on a graduated approach to providing SEND support;
- liaising with and advising other members of staff;
- assisting staff to identify pupils with SEND - assessing and planning for progress;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up Individual Education Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;

- ensuring the involvement of parents and guardians from an early stage and liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, including the local authority and its support agencies;
- maintaining the school's SEND register and SEND records;
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information e.g. class-based assessments/records, end of year QCA tests, SATs, etc.;
- contributing to the in-service training of staff either directly or through sourcing appropriate expertise;
- managing teaching assistants, in liaison with Key Stage staff;
- supporting the professional development of teaching assistants;
- liaising with the SENCOs in receiving schools and/or other primary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- regularly liaising with the Aim Board's representative (SEN governor).

### 3.7 - Class Teachers

**3.7.1** - Class teachers are involved in implementing the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation.

**3.7.2** - The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.

**3.7.3** - Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class.

**3.7.4** - Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**3.7.5** - Class teachers are responsible for giving feedback to parents of pupils with SEND.

### **3.8** – Learning Support Assistants (LSAs)

**3.8.1** - LSAs work as part of a team with the SENDCO and the teachers, supporting pupils' individual needs and helping with inclusion of pupils with SEND within the class.

**3.8.2** - LSAs play an important role in implementing Individual Education Plans and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

**3.8.3** - LSAs should:

- be fully aware of the school's SEND Policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **3.9** - Lunchtime Supervisors

**3.9.1** - Lunchtime Supervisors are given any necessary information relating to the supervision of pupils at lunchtime.

**3.9.2** - They should meet the SENDCO in relation to behaviour management and other issues for particular pupils.

## **4.0** - Co-Ordinating and Managing Provision

**4.1** - At Henry Hinde Junior School:

- the Principal and SENDCO meet frequently to discuss SEND issues;
- the SENDCO meets with class teachers to give support and advice.

**4.2** - Sharing of expertise is welcomed and encouraged. Special needs provision is an integral part of the School Development Plan. The SENDCO oversees the provision using provision mapping.

**4.3** - SEND is an item on staff meeting agenda's and Leadership Team meetings or the main item of a meeting in order to raise the achievement of children with SEND.

**4.4** - The SENDCO ensures that regular meetings are held, normally once a term, to review Individual Education Plans and provision, and that parents are invited. Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.

**4.5** - The SENDCO liaises with parents and pupils with statements or Education, Health and Care Plans who have an Annual review with the SENDCO.

**4.6** - There is informal contact between all staff to monitor individual pupils and to discuss concerns.

**4.7** - Pupils are involved as far as practicable in discussions about their targets and provision.

**4.8** - The SENDCO ensures that the following information is easily accessible to staff:

- the school's SEND Policy;
- the SEND register;
- an overview of SEND provision from the school prospectus;
- the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff;
- a class SEND file giving the names of all pupils in the class on the SEND register, and copies of the pupil's Individual Education Plans, descriptors and other relevant information.

**4.9** - Where there is a concern that parents need extra support, staff would refer them to the SENDCO. If the situation becomes of greater concern, the Early Help process would be used to identify areas for change and engage support from other professionals.

**4.10** - Please refer to the Safeguarding Policy for more information.

#### **5.0 - Admission Arrangements**

**5.1** - Henry Hinde Junior School strives to be a fully inclusive school.

**5.2** - The Academy acknowledges the range of issues to be taken account of in the process of development.

**5.3** - All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy.

**5.4** - According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **6.0 - Specialisms and Special Facilities**

**6.1** - At Henry Hinde Junior School:

**6.1.1** - Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate.



**6.1.2** - All teaching staff are experienced teachers who are able to teach pupils with SEN and learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

**6.1.3** - Additional training for teachers and LSAs is made available when necessary, particularly training to meet the specific needs of an individual pupil.

**6.1.4** - Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in Henry Hinde Junior School and in each classroom.

**6.1.5** - All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.

**6.1.6** - Pupil support aims to encourage as much independence as possible within a safe and caring environment.

**6.1.7** - Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child the school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCO and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

**6.1.8** - The SENDCO and governor with responsibility for Special Educational Needs and Disability (SEND governor) liaise regularly to discuss provision within the school for all children with SEND.

#### 7.0 - Specialist Training Amongst Staff

**7.1** - Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

**7.2** - The training needs of the staff including TAs are reviewed as part of the CPD process in school.

#### Identification, Assessment and Provision

##### 8.0 - Allocation of Resources

**8.1** - The School receives SEN funding from three sources:

**8.1.1** - The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCO;

**8.1.2** - The notional SEN budget (element 2 funding) covers the additional educational support required;

**8.1.3** - Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

**8.2** - Henry Hinde Junior School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND.

**8.3** - The school provides additional support up to the nationally prescribed threshold per pupil per year.

**8.4** - Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding.

**8.5** - The Local Authority may provide top-up funding.

**9.0 - Identification, Assessment and Review**

**9.1** - The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy).

**9.2** - Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

**9.3** - All those working with children are alert to emerging difficulties and respond early.

**9.4** - In deciding whether to make special educational provision, the Principal and SENDCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

**9.5** - Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCO, who may then involve other professionals from outside the school.

**9.6** - The information gathering will include an early discussion with the pupils and their parents. Henry Hinde Junior School recognises that parents/carers know their children best and we ensure we listen to and understand when parents/carers express concerns about their child's development.

**9.7** - Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents/carers.

**9.8** - When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for SEND as set out in the Code of Practice (DfE 2014).

**9.9** - The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping.

**9.10** - A register of pupils with SEND is kept as a legal requirement.

**9.11** - Criteria for identifying SEND may include:

- a child's early history and/or parental concern;
- low entry profile;
- low Foundation Stage profile;
- a pupil's lack of progress despite receiving a differentiated curriculum;
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age;
- requiring greater attention in class due to behavioural/learning difficulties;
- requiring specialist material/equipment or support for sensory/physical problems.

The SENDCO and the class teacher, together with specialists and involving the pupil's parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents/carers may consider requesting an Education, Health and Care assessment by the Local Authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

## 10.0 – Provision

**10.1** Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

**10.2** - Provision is a graduated response to children's individual needs.

**10.3** - Such provision is recorded on the SEND Individual Education Plan.

## 11.0 - Categories of Special Educational Need

**11.1** - Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

**11.2** - These four areas are:

**11.2.1 - Communication and interaction:** Speech, Language and Communication needs, Autistic Spectrum Disorder including Asperger's and Autism

**11.2.2 - Cognition and Learning:** Learning difficulties, Specific Learning Difficulties  
e.g. dyslexia, dyspraxia, dyscalculia

**11.2.3 - Social, emotional and mental health difficulties:** Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

**11.2.4 - Sensory and/or physical:** Hearing impairment, visual impairment, physical disability, multi-sensory impairment

## 12.0 - Supporting Pupils with Medical Conditions

**12.1** - Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

**12.2** - The school has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

**12.3** - See the Supporting Pupils with Medical Conditions Policy for more information.

### 13.0 - Curriculum Access and Inclusion

**13.1** - Henry Hinde Junior School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

**13.2** - Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provides a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

**13.3** - Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted.

**13.4** - Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a LSA or the SENDCO in order to acquire, reinforce or extend skills more effectively.

**13.5** - For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling.

**13.6** - Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

**13.7** - Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

### 14.0 - Evaluating Success

**14.1** - Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

**14.2** - The success of the school's SEND Policy and provision is evaluated through:

**14.2.1** - monitoring of classroom practice by SENDCO and subject co-ordinators;

**14.2.2** - analysis of pupil tracking data and test results:

- for individual pupils;
- for cohorts.

**14.2.3** - value-added data for pupils on the SEN register;

**14.2.4** - monitoring of procedures and practice by the SEN Director three times a year;

**14.2.5** - school self-evaluation;

**14.2.6** - monitoring the quality of Individual Education Plans and review meetings;

**14.2.7** - the School Learning Improvement Plan.

15.0 - Arrangements for Complaints

**15.1** If a parent/carer is concerned about SEND provision for their child, initial contact should be made with the class teacher.

**15.2** - A meeting will be arranged, which may include the Principal and/or SENDCO, to discuss the concern.

**15.3** - Parents/carers can request an appointment with the Principal directly.

**15.4** - In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Principal.

**15.5** - Parents may also contact The Aim Board.

16.0 - Approval and Review

**16.1** - The Aim Board approved this policy.

**16.2** - This policy shall be reviewed no less than once every year to ensure its continued effectiveness and compliance with the law and regulations.

**16.4** - Next review date: September 2020

## Partnership Within and Beyond the School

### 17.0 - Partnership with Parents/Carers

**17.1** - Our school believes that good communication between parents/carers and staff is essential so that parents/carers can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential.

**17.2** - Parents/carers are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time.

**17.3** - There is opportunity for parents to discuss their child's needs, progress and strengths at parents meetings and Special Needs Review meetings.

**17.4** - Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school.

**17.5** - Parents/carers are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

**17.6** - Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary.

**17.7** - Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

**17.8** - Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

**17.9** - A copy of the academy's SEN Local Offer is available on the academy website.

### 18.0 - The Voice of the Child

**18.1** - All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

**18.2** - We encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff.

**18.3** This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

**18.4** - Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

**18.5** - In Henry Hinde Junior School we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally);
- talking to LSAs and teachers about their learning;
- class and individual reward systems.

#### 19.0 - Links with Other Agencies, Organisations and Support Services

**19.1** - The school is able to call upon the expertise of a wide range of support services. This includes outreach teachers from the Service for Autism, Service for Pupils with Physical Disabilities, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others.

**19.2** - We are committed to using the expertise and advice provided by other professionals.

**19.3** - These support services are consulted following discussions with the Principal or SENDCO, and with the full agreement of parents/carers.

**19.4** - For assessment and advice from most of these services a request form must be filled in first, following which additional information may be required e.g. the service's own checklist, and information about strategies already in use.

**19.5** - Appendix 1 lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

#### 20.0 - Links with Other Schools and Transfer Arrangements

**20.1** - Transfer and links with other schools SEND action records are transferred following county procedures.

**20.2** - There are opportunities for all pupils to visit their prospective Secondary School.

**20.3** - Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation.

**20.4** - Representatives from local secondary schools are available for consultation before the time for transfer.

**20.5** For pupils with a statement or Education, Health and Care Plan, the pupil's statement is amended in the year of transfer. It must be amended in the light of the recommendations of the annual review in the Autumn Term.

**20.6** - The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements or Education, Health and Care Plan for whom the particular school has been named.

**20.7** - Procedures including Family support and Early Help will be transferred to the Secondary school..

#### 20.8 - Transfer Within the School

**20.8.1** - Teachers liaise closely when pupils transfer to another class within the school.

**20.8.2** - Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.

#### 21.0 - Staff Development and Appraisal

**21.1** - The school is committed to gain expertise in the area of SEND.

**21.2** - There are regular training sessions for LSAs.

**21.3** - The SENDCO attends Meetings.

**21.4** - Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.

**21.5** - Reading and discussion of documentation, and SENDCO/teacher meetings are considered to be part of staff development, as well as a time to share information.

**21.6** - The SENDCO and other staff attend LA meetings and INSET when relevant.

**21.7** - Newly appointed teaching and support staff meet the SENDCO to discuss SEND procedures in the school.



## Appendix 1

### School SEND Contacts

Service/Agency	Contact Name
SENDO Henry Hinde School	Mrs Rachel Howard
Advisory Teacher for Pupils with Down's Syndrome and complex medical needs	IDS
Consultant for Inclusion (SENDAR)	Louise Pollard
Specialist Teaching Service Communication and Interaction ( Autism , Speech and Language) Cognition and Learning Social Emotional Mental Health	Emma Jones
Education Social Worker	Social Care –individual child
Educational Psychologist	Amy Such
Occupational Therapist	NHS individual child
Physiotherapist	NHS individual child
SEND Governor	Mrs Katie Blunden
Speech and Language Therapist	Hannah Cassidy  School Age Team  Rita O'Brien
Teacher of the Hearing Impaired	IDS
Teacher of the Visually Impaired	IDS



