



## Waterside Academy SEND Information Report

January 2018

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Chair of Governors: Mrs Monika Szita  
SENCO: Mr Sal Muoria-Sal (0.4)

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## Introduction

Waterside Academy is a small, single-form entry mainstream educational environment. Waterside Academy recognises that the needs of pupils with Special Educational Needs and Disability (SEND) must be supported to ensure that all pupils in order to make the best possible progress in school.

The four broad 'areas of need' (as outlined in the Code of Practice 2015) are;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical Needs

At Waterside Academy we acknowledge the fact that every child is unique and special and that educational needs of every child are different. Provision for pupils with SEND is a matter for the school as a whole and it is the teachers' responsibility to provide for pupils with SEND under their care and to be aware that these needs may be present in different learning situations. We also offer additional provision and interventions (see appendix 1) depending on the nature of the needs and our capacity to provide this support at any given time.

## Parent and Carer Questions and Answers

### 1. How does the school know if the children need extra help and what should I do if I think my child may have SEND?

#### School

We start with **information given by the pre-school or previous school** where a child already has been identified as having Special Educational Needs (SEN). **Progress is monitored** by the Class Teacher and SENCO.

The attainment and progress of all pupils is monitored frequently and systematically. If a child falls behind age related expectations, he/ she will be identified through **Pupil Progress Meetings** held every term. In the first place, **high quality teaching**, targeted at areas of weakness, will be put in place.

**Parents will be informed** at the first parent consultation or earlier if necessary, every year. If progress continues to make less than expected progress, a more detailed **assessment of needs** takes place. This will be supported by the SENCO, parents' views and child views where possible. If the indications are that the child is having learning difficulty that requires **provision that is additional to or different from** that normally available, the child will be placed on the **SEND register**, with a view to support the pupil through partnership working.

#### Parent / Carer

If you have concerns about your child's progress, you should firstly **speak to your child's class teacher**. An appointment will be arranged. If you continue to be concerned that your child is not making progress, you will need to **also discuss this with the Special Educational Needs Co-ordinator (SENCO)**.

### Teacher

The Class teacher is responsible for checking on progress, identifying, planning and delivering any additional help your child may need, monitoring and recording pupil progress and sharing information on progress and attainment each term, **personalising teaching as required**.

### SENCO

The SENCO is responsible for developing and reviewing the SEND policy, co-ordinating the support for children with SEND, ensuring you are involved in supporting your child's learning and **setting up first review meetings**, ensuring you are **kept informed about the support** your child is getting on, **liaising with professionals** who work with the school (such as Speech and Language Therapist, Educational Psychologist), updating the SEND register and maintain relevant records and organise support for staff to attend relevant training so that they can best possible help. The SENCO will **carry out further assessment** where necessary.

### Headteacher

The Headteacher is responsible for day to day management of all aspects of the school, including the children with SEND, will give responsibility to teachers and SENCO, but be responsible overall and **keep School Governors up-to-date with SEND matters**.

### Governors

The Governing Body is responsible for making sure that the **necessary support is given for children with SEND** and that this SEND information report is made available to parents, carers and pupils.

## 2.How will the school staff support my child?

### Teacher

There are different types of support. In the first place is the class teacher who provides **good quality teaching**. Teachers will have **high expectations** for your child, teaching is based on what your child already knows, using a range of teaching approaches where appropriate. **Progress is carefully and regularly checked** and **gaps in understanding are supported** through marking, discussion with adults and additional small group or individual support.

### Individual or Group Work

**Interventions** are run by the teacher or teaching assistant in small focus groups or on an individual basis. They are usually run in the classroom but may also be in a suitable or dedicated space and for a **time-limited** period. These are usually written into the child's Learning Support Plan (see appendix 1 for interventions list). In some cases, pupils are taught the next steps in the learning. For others, earlier building blocks of knowledge may need to be addressed. The school therefore uses a combination of **evidence-validated interventions and personalised leaning approaches**. Some interventions, of course are both of these.

### Outside Agency Support

The school will seek **specialist support** from an outside agency (such as a Speech Therapist or Educational Psychologist (EP)) according to your child's identified needs. The LEA runs centralised services and the school can make a **referral** with your agreement to a range of services. Parents can view these via the Hertfordshire **Local Offer** online at [www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer) Click on the 'Education' tab and follow links for further local information on the SEN graduated approach, SEND strategy, SEN support, including early years and schools. It is possible to contact customer services on **0300 123 4043**.

### What could happen if my child needs specialist support?

You will be asked to **give your permission** for the school to refer your child to a specialist professional. The SENCO and/ or Class Teacher will write the referral form for you to check and amend. If agreed, the specialist professional carries out work that will help you and the school to understand your child's needs better and inform everyone involved in how to support your child more effectively. Typically, the **specialist makes recommendations** as to ways in which your child can be supported at home and school and **expects the school and home to carry these out**. This might be advice given by an Outreach Worker, for example, or from a consultation with an EP. Please note that referrals to different agencies vary in waiting time and are only agreed if the relevant agency sees that their own referral criteria is met.

### High level specific individual support

Where the needs of a child are severe and/ or complex, which will apply to a very small number of children, clear criteria will have been met. Where an **Education, Health and Care Plan** (EHCP or EHC Plan) has been provided by the LEA this would indicate that your child has been identified by professionals as needing a **high level of support to access the curriculum**. The support outlined in an EHC Plan will be there to help **overcome barriers to learning** through aims and outcomes set at the short, medium and longer term. The EHC Plan will be reviewed on an annual basis (**Annual Review** or AR). Outside professionals linked with the child will be invited to attend an annual review, as necessary.

**To apply for EHCP**, you or the school (with your agreement) can request that the LA carries out a statutory assessment of your child's needs. This is a legal process which takes places within a set time frame (see Local Offer outlined in Q2). The request will be a collection of current information and advice on your child (including some from you). If the panel of professionals agree to the EHCP request, this will be drawn up with involvement from you and your child. If the panel decide not to proceed with an EHCP, the school should review the support, in accordance with advice given from the SEN panel. There is a mediation and appeal system to follow if you are not in agreement with the decision. The EHCP, where issued, will outline support and strategies with longer and shorter term goals for your child.

#### 1. How will I know how my child is doing?

Your child's progress in reading, writing and maths is continually monitored by the class teacher. His / her progress is formally reviewed by the Headteacher and Senior Leadership Team (SLT) every half-term. **At the end of each Key Stage (Year 2 and Year 6)**, all children are formally assessed with Standard Assessment Tests (**SATS**), which the government requires all schools to do and for which the overall school results are published.

Regular book scrutiny and lesson observations are carried out by the SLT as part of the monitoring schedule which ensures that a good quality of teaching is place for your child and you will have at least two formal opportunities to find out how your child is doing at the autumn and spring parent consultation meetings. You will also receive an **end-of-year report**.

For parents/ carers, whose child is on the SEND Register, you will have three formal opportunities to meet; once a term, where a **Learning Support Plan (LSP)** will be set up or **reviewed**. If your child has had outside agency involvement, there are likely to be recommendations which will usually be incorporated into the LSP. Progress is reviewed and a new plan is made with contribution from you (and your child, where appropriate, which is expected where possible).

Some parents may be involved in **meetings with external professionals** (such as the Speech Therapist) and are contacted by the agency directly and welcome your direct involvement. The SENCO or Class Teacher is able to confirm these appointments with you, but are usually confirmed by the agency with you directly. **Updated reports from external professionals** are a typical features of these meetings.

A small minority of parents/ carers may be involved in attending **Personal Support Plan (PSP) meetings** which are reviewed according to a schedule across a term. You will usually be able to discuss how your child is doing informally with regular contact with the class teacher, usually after school or by making an appointment to see the class teacher if you feel that you would like to share or seek more information which will benefit your child.

## **2. How will the learning and development provision be matched to my child's needs?**

In the first place, there will be **good quality teaching** in the classroom and this will include lessons matched to the strengths, interests and needs of the children. Careful planning will include **differentiation**, so that children can best access the curriculum.

The school **identifies the needs of pupils with SEND** and **provision is mapped**. A provision map identifies all support given within the school and is reviewed termly. Resources are deployed, drawing upon the attainment and progress of each child and their development according to age-related expectations. The school presently uses an online Provision Mapping and Planning Tool called 'Edukey'.

**Regular assessment** of your child's progress and attainment is made by class teachers who then **update information on the confidential school data system**. Governors need to know about the figures involved, but not individuals, so no child is named or identified when they are using this information.

## **3. What support will there be for my child's overall wellbeing?**

It is possible that a child may have pastoral, medical or social needs that we will need to support. **In the first place, your child's class teacher and / or Teaching Assistant (TA) will be or will need to be aware of your child's social and/or emotional needs.** They will listen to your child and offer to help. It is important that there are good, positive relationships between parents, school and children including key adults so that key information and appropriate support can be given. Relevant information is shared with the SENCO and other members of staff on a need-to-know basis.

**All staff members are trained in Safeguarding** which is updated regularly.

### Nurturing

**Nurture groups** held in The Den and run by our SEN TA help children to learn, interact and communicate in a small-group and safe environment. The children benefit in many different ways affecting their learning capacity, including; boosting confidence and raising self-esteem, improving receptive and expressive language skills. Their attention skills and behaviour may improve as a result of being in the Nurture Group. Presently, this is applicable to Years 1 and 2. **Self-esteem is also addressed in the running of many clubs in the school**, at lunch-time or after school, which your child can sign up for, with your written consent. During break times, a buddy system operates. Play equipment and use of play areas is timetabled.

### Medical Conditions

Where a pupil has a specific medical condition an **Individual Health Care Plan** is drawn up and pertinent information is shared with members of staff who work with the child. For example, where a child may have asthma or allergies, it is important for relevant staff to know about; the prescribed medications and their location, agreement on whom is responsible, the symptoms and triggers. **Staff receive annual epipen and first-aid training.** General medical care is given as needed and incidents are logged in a book where the child takes a copy home to inform the parent. The school will also phone home if the injury is worse than minor. By arrangement, school can administer medication but the appropriate forms and permissions need to be obtained.

If your child still needs extra support, with your written permission the School may request further support from external agencies via a new label for what was previously known as the **Common Assessment Framework (CAF)**. The CAF process addresses needs which require more than one agency. It is a process that uses a 'whole family' approach. Where a meeting is needed with agency workers (including a lead professional), school and family, this is called a TAF which means 'Team Around the Family'. At this meeting, all those attending will share their views and a plan of action will be made and progress reviewed. More information on the CAF can be found on the Herts Direct Website:

<http://www.hertsdirect.org/services/healthsoc/childfam/cafinfo>

### **6. What training have the staff supporting children with SEN had or having?**

The school sets priorities for whole school development and provides training and support to enable all staff to improve teaching and learning, including pupils with SEND. **Class teachers and teaching assistants attend training courses for Continued Professional Development (CPD) in line with Performance Management requirements and Whole School priorities.** Outside agency support is usually advisory where the school follows recommendations made by the relevant agency

### **7. What specialist services and expertise are available at or accessed by the school?**

#### **Specialist services and expertise accessed by the school**

Numerous agencies exist in Hertfordshire who address more significant needs in all areas of learning development. The School, although not a specialist provider in any field, has worked with the following agencies over the past year (with named professional where appropriate):

- Educational Psychology Service (Katie Paxton)
- Speech and Language Therapy Service (Claire Ambler)
- Communication and Autism Team (Andrea Leigh,
- SEND advisory (James Dickinson)
- The Park ESC (Laura Magwood, Laura Peppiat)
- Applecroft SpLD Outreach Service (Pam Bell, Sal Muoria-Sal)
- Family Support Worker (Sarah Cafferty)
- CAMHS (Child and Adolescent Mental Health)
- Occupational Therapy / Physiotherapy Service
- Southfields MLD Outreach Service (Helen Parkin)
- SEN Officer (Kaye Garrett)
- School Nursing Service (Mary Ng)
- Families First (Sarah Cafferty)
- Intensive Families First (Lucy Tink)
- Kids Hub
- SEND Advisory Lead (Val Hazell)
- Herts Improvement Partner (HIP) (Tracey Warner)
- Springmead EBD Outreach (Michelle Dent)
- Social Care Workers

Other agencies may also be accessed through the referral process. The pathways of referral vary, depending on the agency-type.

### **8. How will you help me to support my child's learning?**

The **class teacher** is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well, particularly so that similar strategies can be used at both home and school. The **SENCO** is also available to meet you to discuss any concerns usually on **Mondays and Tuesdays**, and after having a conversation with the class teacher in the first place. Information from outside agencies (such as a report) will be sent to you directly from the agency. Otherwise, verbal advice is given to the school which will be shared verbally with you. Your child will be given weekly **homework** so that you will be able to see what your child can achieve independently and you will also be able to support where necessary with learning in line with what is happening in class. Homework will be adjusted as needed to better suit your child's requirements. A home-school communication book may be used in situations where a regular positive dialogue would benefit the child, usually agreed with the class teacher. **Training sessions for parents** and carers are held throughout the school year, focusing on relevant topics such as phonics and esafety. Where your child has been **referred** to the Speech Therapist, you will be invited to attend your child's sessions at the school. Where an EP consultation has been booked, you will have an opportunity to share your views in confidence. This will also trigger actions for the School. Training sessions for parents are also available in Hertfordshire and you will know about these through the School **Parentmail**.

### **9. How will I be involved in discussions about and planning for my child's education?**

You will have opportunity to formally meet with the class teacher at the **Parent Consultation Meetings held in the autumn and spring terms**. However, if you wish to discuss matters much sooner, send an **email** to the school office ([admin@watersideacademy.herts.sch.uk](mailto:admin@watersideacademy.herts.sch.uk)) who will then forward your message for the teacher or SENCO to contact you by phone or arrange a meeting. Parents of children who are on the SEND Register will have an opportunity each term to review their child's **Learning Support Plan** (LSP) and contribute to the meetings along with your child. The parent/ carer voice is important to the contribution of work that goes into planning for pupil success.

Other aspects of involvement for children's education: A **Parent Forum** exists at Rowans – two parents per year group are able to attend. Should you wish to join please check the website to see if there is a vacancy in your child's year group. Parents are also represented on the **School Governing Body**. Aside from academic reasons for coming into school, we welcome parental engagement in different ways (e.g. as guest in class or assembly, some of our governors are parents who subject-link visits). Parents have opportunities to be involved in many different ways. For example parents and carers share views for consultation purposes, or give their feedback on how well the school is doing, be co-producers of documents such as this, which began with a discussion with a group of parents. Parents and carers are also encouraged to volunteer help in school and contribute in different ways, such as reading support, attending swimming sessions and special events (such as focus week). Parents and carers are invited to special events or assemblies such as 'Singing around the Christmas Tree' and the Y6 summer production.

### 10. How will my child be included in activities outside the classroom including school trips?

**After-school and lunch time clubs** are available to all children, who will need to sign up and have your written consent. All extra-curricular activities are made accessible to pupils with SEND, including residential (usually Y6). Attendance at clubs helps some pupils feel more part of the community and build self-esteem. The school makes risk assessments for all **outings and educational visits** designed to enhance and enrich the curriculum, including individual risk assessments for a few children who require attention to detail when planning and a reasonable adjustment. This will ensure that a safe and successful educational experience takes place. Additional staff may be deployed in such circumstances where deemed necessary.

### 11. How accessible is the school environment?

The school is **fully wheelchair accessible** as every single room is on one ground level. Waterside Academy operates on a ground floor level with access to rooms via lockable doors. A **toilet for disabled users** is situated in between the girls and boys main communal toilets. This also has facilities for changing. There is a parking bay in the school carpark demarcated for disability access. With regard to equipment and support aids, children may be offered a seamless experience with minimal fuss is made of **additional equipment or adjustments are made to remove barriers to learning** (e.g. use of specialist glasses, hearing aids, pencil grips, preferential seating, writing support aids, sitting and posture support aids, fidgeting.) This is so that children using such equipment will have a **positive self-esteem** and others will be tolerant and understanding. Relevant software has been purchased which helps staff to produce **visual supports** for children, such as a visual timetable. This enables numerous groups of children to access the curriculum including those with SpLD-type difficulties, ASD and where English language is a barrier. In some cases it will be possible to put same-language speakers together, where one family is more fluent in English. Recently, a parent has volunteered support for one such child.

### 12. Who can I contact for further information?

In the first place, please contact your child's **class teacher**. You may also phone or email the school office with a message for the teacher who will get back to you and make an appointment. In some circumstances, where a matter may be urgent or confidential, you may prefer to request a meeting with the **Headteacher** (or Deputy in case of absence). You may also wish to speak to the **SENCO** for advice following an initial discussion with the class teacher. The School SENCO is a qualified teacher with SEN training and qualifications, who is presently working out of class and is usually available on Mondays and Tuesdays.

SENCO: Mr Sal

Please contact the SENCO via the School Office. Mr Sal will get back on his next available working day.

Contact: [admin@watersideacademy.herts.sch.uk](mailto:admin@watersideacademy.herts.sch.uk)

Tel: 01707 321 203

### 13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

#### If your child is joining us *from* another school:

Rowans will expect to receive information on your child from the school and make contact with the former school where transition requirements are relevant. You and your child will be able to visit Rowans before starting and experience a tour of the site. Usually chaperoned by a senior leader.

#### If your child is moving *to* another school:

We will contact the new school to ensure that they are aware of any special arrangements or support needed. Where necessary, the SENCO will liaise with the new school's SENCO. We will pass on all relevant records as soon as possible. If your child needs a transition book to help them understand and prepare for the move this will be made (e.g. what stays the same and what changes) this will be made. We recognise that transitions can be difficult for some pupils with SEND and we will take steps to ensure that transitions are as smooth as possible.

#### When your child is moving class:

Information is passed up to the new class teacher along with current performance data and targets. Time is given for children to get to know new staff and visit the class. This will also include staff coming into your child's current class. A pupil profile is available and/ or created on children with SEND. The profile gives ready information on the child's areas of strength and interest, weakness and suggested strategies.

#### In Year 6:

The SENCO and/ or Y6 Teacher will discuss specific needs of your child with the secondary school. Where necessary, transition issues will be addressed through either individually or in a small group. Where possible, and strongly advised, your child will visit the secondary school before starting. If your child would be helped by a transition book or work to support them (e.g. what stays the same and what changes) this will be done. Where a child has an EHC Plan, the new School must be named in the autumn term in Y6 to allow plenty of time for LA SEN Team to make arrangements.

### 14. How are the school's resources allocated and matched to children's special educational needs?

The school budget includes **formula-based funding** to support children with SEND. The Headteacher decides on the deployment of resources within the school for SEND. It is expected by the LEA that the **school provides the first 15 hours of support** for any pupil with SEND, before top up funding. In exceptional circumstances, where the needs of a child are considered 'exceptional,' the school will apply for top-up **Exceptional Needs Funding (ENF)**. Funding is extremely limited and must be applied for at termly DSPL5 cluster meetings. There is also a budget allocated for purchase of relevant resources. The type of resources purchased will depend on the current School priorities and be linked to the SENCO action plan. There are also other opportunities for 'top-up' funding via bids to the DSPL.

### 15. How is the decision made about how much support my child will receive?

The Headteacher with teachers, SENCO and Interventions Lead TA, carefully monitor pupil attainment and progress of all pupils. Discussion is held about children with SEN about the support already in place, if additional or different support is required as well as those children who have been identified as not making expected progress. Parents and carers and children influence decision-making through the LSP reviews.

**16. How can I find information on the LA Local Offer of Services and provision for children with SEND?**

The Local Offer intends to give greater transparency for families as to the range of services and provision available within Hertfordshire. If you feel you would like to speak to someone from the LA having already had a discussion with the class teacher, information and contact details can be found at;

[www.hertsdirect.org/services/healthsoc/childfam/specialneeds](http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds)

Or [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Click on Hertfordshire's Local Offer Directory for specific services.

## List of Interventions available at Waterside Academy

Intervention	Description	Target Group	Delivered by	Evidence-validated?	Parents informed	Baseline measure
Language and Literacy Based Interventions						
1:1 Applecroft Literacy Pack	Assessment pack followed by 6 week daily 15 min intervention programme	Any child struggling with reading, phonics or spelling		Used in over 30 local schools		Applecroft Literacy Assessment
ELF (Leys SpLD)	1:1 early literacy support – phonics through games (reading/ spelling days)	Y1/2		Used in over 30 local schools		Leys Literacy Assessment
Sprite (Leys SpLD)	1:1 early KS2 support – phonics and through games (reading/ spelling days)	Y3/4	SEN TA	Used in over 30 local schools		Leys Literacy Assessment
Word Wizards	1:1 onset and rime for pupils who still find phonics difficult	Y5/6		Used in over 30 local schools		Leys Literacy Assessment
Rapid Reading	Structured reading programme	Y3/4				
Rapid Writing	Structured writing programme	Y2-6				
Rapid Phonics	Structured synthetic Phonics programme	Y1-6				
Language for Thinking (Speechmark)	50 everyday scenarios presented with questions at the 3 Blank levels (SaLT)	KS1/Lower KS2	SEN TA	Yes		

1:1 Speech and Language Therapy	TA follows SaLT set programme with activity pack and prepared resources	SpLD caseload	TA	Yes		
1:1 speech articulation	Supporting identified speech sound recognition and production	SaLT needs	TA			
1:1 reading	<b>Are strategies being taught?</b> <b>Running record kept?</b> <b>Or is it just listening?</b>	In all classes	TA			
Write Away together (Fisher Family Trust)	1:1 or group of 4 supporting writing done class – specific praise, improve 1 or 2 aspects in each session and plan for going back into class. Re-reading aloud. Dialogue with adult partner on effect on reader/ audience	Y2-Y6		Yes		
Racing To English	EAL support programme – available on server	EYFS and KS1	TA			
<b>SEMH Interventions</b>						
The Den (nurture group)	Nurture Language and Social Skills Confidence-building and self-esteem	Y1 and Y2 (and individual pupils as deemed appropriate)		Yes		
1:1 TA support	Nurture / TLC	According to need				
Additional adults in class		All				
Pastoral Support Plans (PSP) Risk Management Plan (RMP) Individual Behavioural Support Plan (IBSP)		As necessary				
Circle of Friends	As outlined by The Park ESC Outreach					

	Service					
Talkabout Programme	Social skills development					
<b>Maths Interventions</b>						
Diagnostic Assessment of Number (Applecroft spLD)						
Precision Monitoring	Times tables	Difficulty learning times tables	TAs Y1-6	Yes		Initial Probe
<b>SEND specific interventions</b>						
Learning Support Plan (LSP)		Pupils with SEND				
Additional teacher support		Key Year Groups				
Liaison with new school		When child moves on				
Referral / Liaison with outside specialists		As needed				
<b>Motor skills Interventions</b>						
Smart Moves (Gross Motor)		As needed, pupils with DCD-type difficulty				
Handwriting		As needed				

Appendix 2

Provision Map (deployment of staff)

	Universal: Quality First Class Teaching	Targeted: Small Group Intervention	Specific: Specific and personalised support
	TA in every class working with teacher in planning and delivering curriculum	TAs carry out small group, time-limited interventions	TAs with designated role to support a child with specific needs, following external agency advice
Reception	<b>Deployment of support TAs is</b>		
Year 1			

Year 2	<b>dependent on need</b>
Year 3	<b>across the school</b>
Year 4	
Year 5	
Year 6	
Nurture (Y1-3)	Mrs Woods
EAL	Mrs Woods

Correct at date of publication.

For indicative purposes only.

Changes are in response to the needs of the children.

