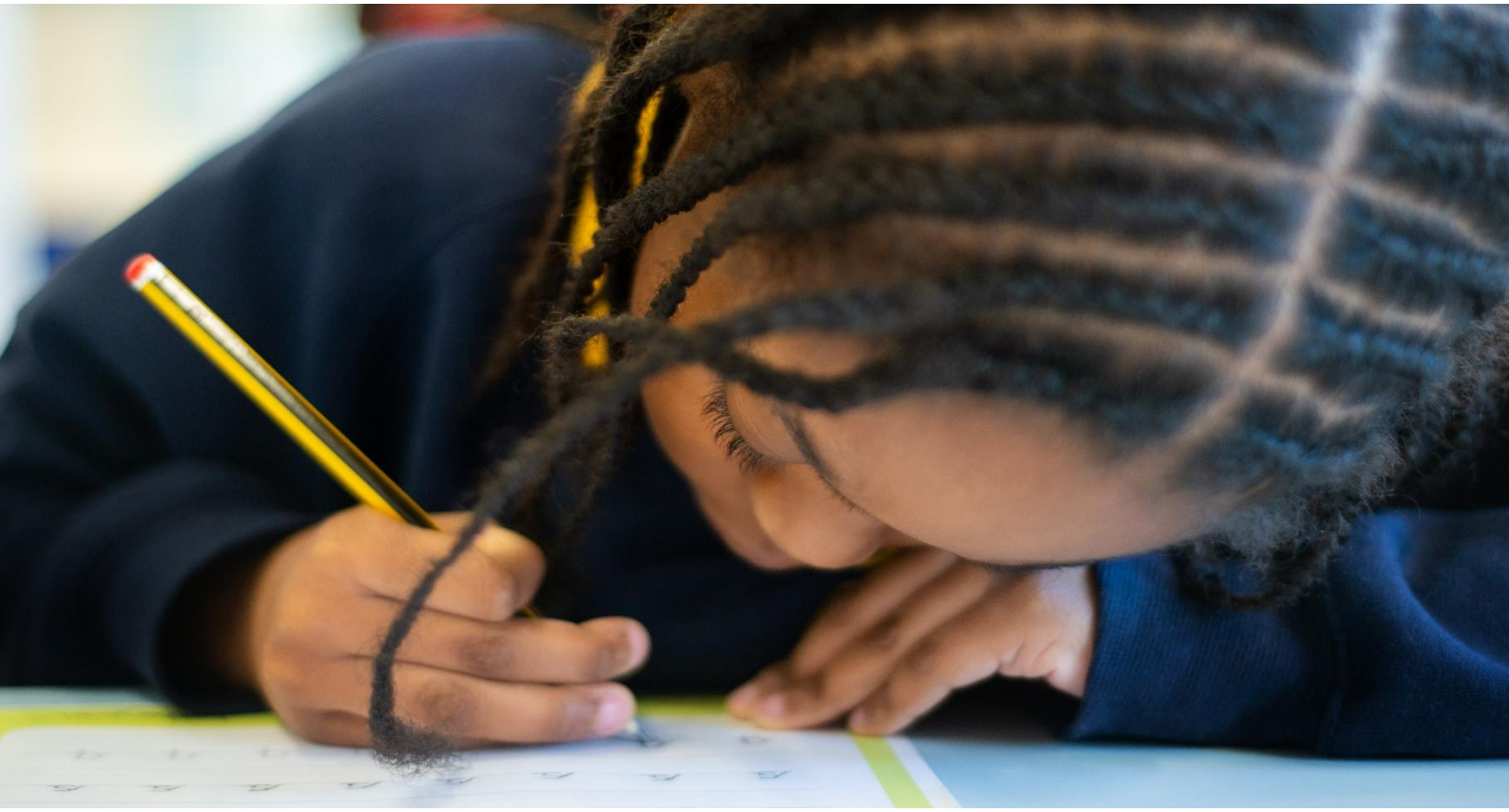
Laycock Primary School



SEND Information Report

Approved by IEB:	Prudence Barnes-Kemp
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Next review due by:	February 2027

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1. Introduction

At Laycock we have a broad inclusion team that is adapting the emerging needs of all our mainstream pupils and in particular identifying, assessing, planning and evaluating the support we provide to pupils with SEND needs. As you will see overviews below there is a broad range of needs that our adaptive teaching and pedagogical strategies intend to meet. The SENDCO for mainstream has been in post full-time since January 2024 and has started to assess the assessment, screening processes and how strategic interventions are used to enable positive difference to children with SEND at Laycock. At Laycock we currently support pupils through adaptive teaching with needs that are outlined below. But we also have a highly skilled pastoral team that provides additional care, provision and space for children needing further support. Our pastoral team, including our school counsellor develop the wellbeing of children during particularly challenging experiences. This enables us to realise our aspiration that every child in Laycock should know they belong, are safe, valued and have a growing sense of identity from which they can become confident members of our school community. We will achieve this through use of carefully considered classroom resources and bespoke lesson plans tailored to ensure that every child can maximise their attainment and progress. Our desire is that each pupil gains a sense of achievement from each lesson through the challenging expectations of staff. Children learn best with their peers and we value each pupil contributing to lessons and being invested in educational discovery. It is our aspiration moving forward that our staff continue to deepen and broaden their expertise to enhance what we can offer to families and ensure the best outcomes for all pupils. Laycock will be a learning community where all, but especially those needing SEND support, will flourish and make a positive contribution to the life experiences of their peers and wider community. Additionally, we wish to refine how we classify traditionally broad areas of SEND need such as SEMH and MLD to provide detailed analysis of how we can meet emerging needs within the school. This report is linked to our Accessibility Plan, which can be found on the school's website under the sub heading Policies and is linked to the Equalities Act 2010.

2. Laycock Deaf Provision

Laycock Primary School has a specialist provision for deaf children. The DfE funds the school for 64 places. Laycock Primary Deaf Provision uses an auditory/oral approach to communication i.e. speaking and listening. This is the primary mode of communication. We maximise the listening of each child through the use of their hearing aids, Bone-anchored hearing aids (BAHAs) and cochlear implants. We support the specific communication needs of individual children by differentiating and offering additional approaches. As good practice we use natural gestures, emphasise facial expression, real life experience and opportunities. For some children who come from culturally deaf backgrounds and use British Sign Language (BSL) at home we support the transition of different settings/communication approaches by supporting their use of BSL while immersing them in a rich spoken language environment. We support families in their decision for the communication choices of their child.

We work closely with the speech and language therapists from the NHS specialist service for children who are deaf and with professionals from the Cochlear Implant and Audiology centres. All children have full access to the National Curriculum and we have high expectations for children whatever needs and level of development. We currently have 7 Teachers of the Deaf, 4 of whom have the mandatory Post Graduate Diploma in Education Studies which takes 2 years to qualify, 3 teachers are in training which takes 2 years and one is hoping to commence her training next year. Teaching Assistants support communication, physical, medical, emotional and learning needs.

3. Overview of SEND Provision

Whole School Overview of SEND Provision				
Year Group	**Pupils in Cohort**	**Pupils with EHCP/Applying**	**SEND Support**	**Percentage of SEND/cohort**
Nursery	23	4 (3 applications)	0	17.3%
Reception	20	2 (both applications)	1	15%
Year 1	19	0	5	26.3%
Year 2	35	16 (1 application)	1	48.6%
Year 3	27	5 (1 application)	5	18.5%
Year 4	31	9 (2 applications)	6	48.4%
Year 5	27	6 (1 application)	4	37%
Year 6	35	10	6	45.7%
			Percentage of SEND pupils	36.9%

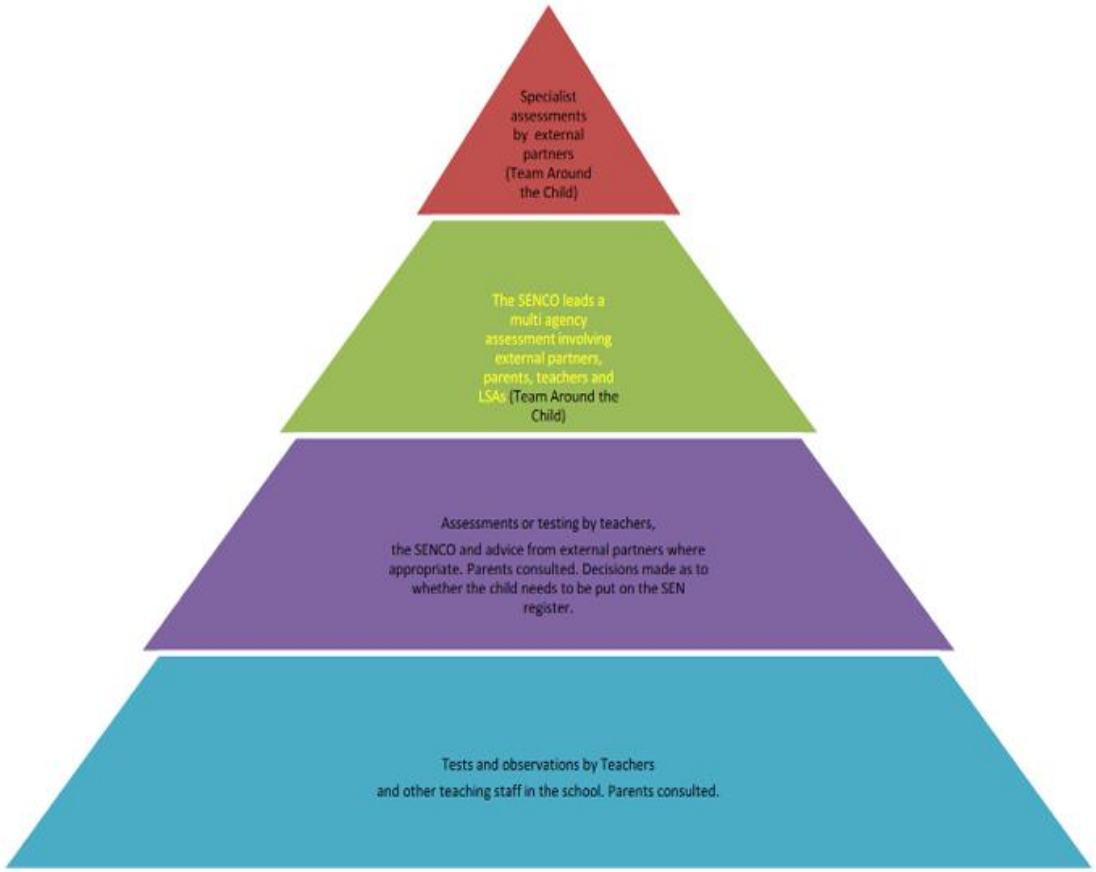
4. Procedures for the identification of SEND needs

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

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



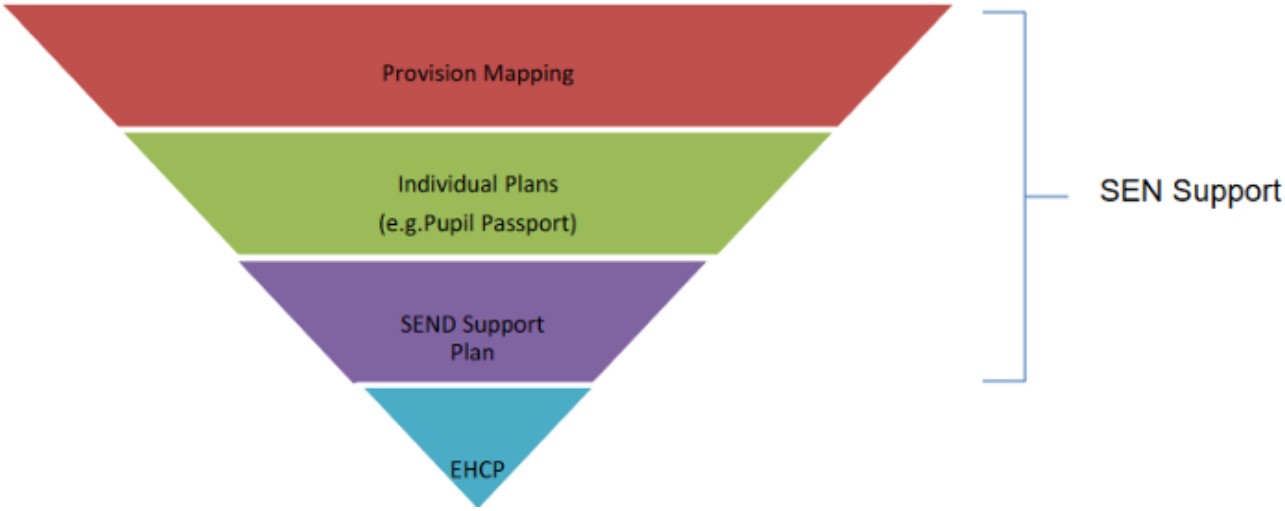
When considering if a child needs SEND support the school takes into account: ● the pupil's previous progress and attainment

● 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

5. Procedures for the provision of support for SEND needs

Most of our pupils with SEND have their needs met as part of quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning 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 SENDCO 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 SEND 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 SEND planning tools we have available to use. The tools we use are summarised below.



Where provision for SEND 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 SEND 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 curriculum. The effectiveness of interventions is assessed by tracking progress of the individual child across the term.

SEND Passport: The Pupil Passport will contain an outline profile of the pupil and an action plan listing the goals and provision to meet the SEND.

SEND Support Plan: If a pupil requires external interventions these will be drawn together in a SEND support plan. This is a document containing a detailed action plan listing the goals and provision required to meet the SEND.

Educational Health and Care Plan (ECHP): Education Health and Care plans and SEND support plans are issued by the Local Authority and set out the special educational needs of a pupil, the provision the school must make for the pupil and any additional resources being given to the school by the Local Authority to meet those needs. Where the school has done everything it can, to identify, assess and meet the SEND 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 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 are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs.

6. Agencies supporting the school

Bridge Outreach Service

There are a number of children who have an additional diagnosis of ASC and/or ADHD or who present with Social Communication problems. We are able to refer these children to the Bridge Outreach Service who will carry out an initial observation and give advice and support to staff working with them. They are also available to discuss any particular behavioural or emotional issues that may arise and provide appropriate resources.

New River College

We work with the outreach team from NRC to assist pupils with SEMH support needs. The support offered will range from identifying strategies to enable children to access learning and be secure within school through to advising teachers to develop best practice with regards to SEMH provision.

Whittington Health NHS Trust

We work with a number of professionals from this provider to create tailored support for a number of children with SEND needs. Professionals include Speech and Language Specialists, Occupational Therapists and appropriate medical specialists.

CAMHS (Part of Whittington Health NHS Trust)

We have a CAMHS clinic as part of school provision that offers direct support for pupils and can also assist with assessment for ASC diagnosis. They also provide referrals to other related provisions.

Schools Welfare Service (part of CAMHS provision)

SWS works with the school to provide early intervention for children (and families) needing support with emotional wellbeing and mental health.

Bright Start Islington

We access CAMHS support from this provider. In particular, any child for whom we have concerns with regards to ASC (and are over five years old) will be referred to this agency.

Islington Social Communication and Early Years Team

Children under five years old prompting similar concerns will be referred to the above specialist for assessment and any subsequent referrals.

Samuel Rhodes Services (SRS)

SRS supports the school to address learning needs for those pupils who need a heavily adapted curriculum in order to access learning within the classroom.

Islington Additional Needs Services

Often this agency assists the school in coordinating provision for a child, especially comorbidity is evident.

Educational Psychologists

Once initial screening has taken place to further explore SEND related concerns the school may have with regards to a child, an assessment by an educational psychologist will be requested on a case-by-case basis.

Self-Space

We offer targeted children SEMH support through the provision of art therapy

Social Workers

There is often contact with social workers with some children as part of a wider support network around the child and family. The social worker will often be provided by the local authority in which the family resides.

CIN Team Meetings

We will have joint meetings with parents and when appropriate children, and other professionals such as social workers and health professionals to assess the wellbeing of pupils and how effectively they are being supported.

Staff Training

All staff have undertaken SEND related training that significantly overlaps with the staff development outlined within report pertaining to deaf provision.

7. Provision for children within the Deaf Provision

Child and Home Borough

Liaison takes place with health and educational professionals from the home borough.

Deaf Provision Support

Children are taught in small group classes by a Teacher of the Deaf and with the support of a Teaching Assistant. The rooms are acoustically treated; walls and ceilings have sound proofing to ensure that the children are in a favourable listening environment e.g. absorbent ceiling tiles: to bring the reverberation down to the right level, acoustically absorbent panels to walls and carpeted floors with areas of acoustic vinyl flooring. There are window blinds to ensure good lighting conditions (essential for some children with visual needs). The children have access to the latest FM technology. They join in with their mainstream classes as and when appropriate.

Specialist Speech and Language Therapy (SaLT)

Children receive weekly Speech and Language Therapy from the Specialist Speech and Language Therapy Service for Deaf Children (Whittington Health). While varying according to the needs of the child the usual provision includes one group session per week within their Deaf Provision Class and one individual or paired session.

Specialist SaLT for Dysphagia and Assisted Augmentative Communication (AAC)

Dysphagia - Children are referred for support if they have problems with swallowing to ensure their safety at mealtimes or when drinking. Mealtime plans are drawn up and put into effect. AAC children are referred if they have difficulties in producing spoken language which is intelligible to others or are non-verbal and it is felt that they would not be able to follow/use BSL or other forms of manual communication. This may vary from using computer generated voice output, to the use of Picture Exchange Communication.

Physiotherapy and Occupational Therapy

Many of our children have difficulties with gross or fine motor skills, with balance or with sensory problems. While they may see professionals within their local borough it is also essential to develop their physical skills within the school environment. We have a Physiotherapist and Occupational Therapist one day per week from the Joint Therapy Team, Whittington Health and other external providers. Children are seen for assessment and then may be seen individually or in a small group for direct therapy or advice and support is given to staff working with the children, and to parents.

Risk Assessment

Julie Noble, Islington's Risk Assessment Officer reviews the children with mobility needs on a regular basis and provides advice and support to class teachers and a written plan is kept on file.

Medical

Every child with a significant medical condition has an Independent Health Plan (IHP) which is kept in the classroom along with medication and procedures in case of emergency.

Specialist Teacher for Vision and Specialist Teacher for Multi-Sensory Impairment

We have a number of children who have a dual diagnosis of hearing and visual impairment (primarily as a consequence of CHARGE syndrome, Usher's Syndrome and Oculocutaneous Albinism). It is important that teachers receive advice to support the visual needs of these children especially in the context of their hearing loss. The dual impact on communication, self-confidence, access to the curriculum and on mobility needs to be taken into account. We are also able to call upon a Habilitation Specialist if children need specific mobility training.

Bridge Outreach Service

There are an increasing number of children within the Deaf Provision who have an additional diagnosis of ASC and/or ADHD or who present with Social Communication problems. We are able to refer these children to the Bridge Outreach Service who will carry out an initial observation and give advice and support to staff working with them. They are also available to discuss any particular behavioural or emotional issues that may arise and provide appropriate resources.

Cochlear Implant and Audiology Teams

It is vitally important to liaise closely with medical and in particular with audiology services to ensure that we have accurate knowledge of children's hearing losses, the cause of deafness and technology used. In return the professionals in the Teams benefit from information as to how children are making progress, any concerns about their speech or language development and if there are any faults or problems with hearing aids and cochlear implants.

Other Some families may require support from local social care services either for parenting or family support or help in managing children who have complex needs.

8. Analysis of Needs within each Year Group

Year Group:	Nursey		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness	2	8.6	EP, SaLT, Audiology clinics
ASC and/or ADHD	1	4.3	EP, Bridge
SEMH			
Visual Impairment			
Other	2	8.6	SaLT, Physio

Year Group:	Reception		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness			
ASC and/or ADHD	4	21	EP
SEMH			

Visual Impairment			
Other			

Year Group:	1		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness			
ASC and/or ADHD	2	10.5	SRS
SEMH	1	5.2	
Visual Impairment			
Other	2	10.5	NHS, SaLT

Year Group:	2		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness	11	31.4	Audiology, SaLT, OT, Physio
ASC and/or ADHD	7	20	SaLT, Bridge, EP
SEMH			
Visual Impairment	1	2.8	NHS
Other	3	8.6	NHS, SRS

Year Group:	3		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness	3	11,1	Audiology, SaLT, EP
ASC and/or ADHD	3	11,1	Bridge, SRS
SEMH	3	11,1	NRC
Visual Impairment	1	3.7	NHS
Other	2	7,4	Self Space

Year Group:	4		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness	6	19.9	Audiology, SaLT, EP
ASC and/or ADHD	5	16,6	NRC, Bridge, EP, SRS
SEMH	4	13.3	NRC
Visual Impairment			
Other	2	6.6	NHS, EP

Year Group:	5		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness	4	14.8	Audiology, SaLT, EP
ASC and/or ADHD	2	7,4	NRC, Bridge, EP, SRS

SEMH	3	13.3	NRC
Visual Impairment			
Other	4	14.8	NHS, EP

Year Group:	6		
Type of SEND Need	Number of Pupils	% of Cohort	Agencies involved
Deafness	9	27	Audiology, SaLT, EP
ASC and/or ADHD	3	9	NRC, Bridge, EP, SRS
SEMH	4	12	NRC
Visual Impairment	3	9	NHS, MSI teacher
Other	2	6	NHS, EP

9. Procedure for assessing progress of pupils with SEND needs

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 SEND support, we provide feedback to parents more regularly. We also contact parents by phone or Dojos where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least two times each year.

Reviews are usually led by the SENDCO supported by the teacher's expert knowledge and understanding of the pupil's needs and attainment. Sufficient time is devoted to each meeting in order to meet the individual needs of the pupils. 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 ● find out if the SEND 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

● Plan and prepare for transition (across year groups, key stages & school settings)

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.

10. Training within the Deaf Provision

Teachers have completed the mandatory 2-year Post Graduate Diploma in Education Studies to qualify as a Teacher of the Deaf. Communicate in print is a useful resource for teachers. It has impacted on the consistent use of visual timetables and aids for learning and supports the literacy skills for children with SEND. Clicker 8 training has enabled teachers to support children with significant fine motor difficulties. There has been a marked increase in the children's self-confidence with writing and the quantity and quality of their work. Whole school training on Deaf Awareness for all staff on the difference between cochlear implants and hearing aids and strategies on how to improve communication was successful and staff commented on how this supported their understanding of technology and communicating with deaf children. Whole Staff training on literacy for children with SEND looking at adapting lessons activities for children who need a more practical and language based approach.

Teachers of the Deaf attend regular online training by UCLH and St Thomas's Cochlear Implant Team on a variety of subjects including audiology updates, services provided for parents and professionals, presentations by major hearing aid and cochlear implant manufacturers, language assessments and deaf children with additional needs. This is essential for all Teachers of the Deaf to continue to develop their knowledge base so that they can effectively support their children and the parents and indeed each other. Children's Hearing Services Working Groups (CHSWG) The audiology lead attends CHSWG meetings every term.

Children's Hearing Services Working Groups (CHSWGs) are groups of parents and professionals who work with deaf children and young people. They meet regularly to help improve health, education and social care services for deaf children, young people and their families. This allows us to be part of a wider part of the deaf community and responds to proposed changes in services.

11. Adapting the curriculum and learning environment for SEND pupils

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the resources afforded to, and the learning environment provided, to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers and can maximise access to the full curriculum as is planned within each year group.

We are committed to working closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we would need to make. We discuss with families what we can do to maximise access to the curriculum and/or the building as necessary including purchasing additional resources and support.

Teachers will be supported by the SENDCO to assess, plan and make adaptations to ensure that the needs of pupils with SEND are met along with their full entitlement to the curriculum. This may also involve working with outside partners.

For example, we might need to:

- Provide visual resources to support learning
- install a wheelchair ramp
- rearrange the layout of the classroom

● install sound loops in our classrooms

● create a quiet area in the school

● buy specialist ICT software In considering what adaptations, we need to make, the SENDCO will work with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

English

When planning and teaching English some of the core text may be changed or adapted to suit the children's language levels and needs. The Teachers of the Deaf work closely with The English Lead, Lead for the Deaf Provision and Assistant Head for the Deaf Provision in deciding which books are appropriate. Liaison and weekly planning takes place with the Speech and Language Therapist to plan activities/therapy which focuses on specific vocabulary and grammar being taught. Some of our children use colourful semantics and shape coding to support their grammar. Lessons are adapted using appropriate vocabulary and language suited to the children. Visual and practical activities are used to aid children's learning.

Music

Sounding Out is Creative Futures' flagship music programme with deaf children in two mainstream London primary schools with Deaf Provisions: Laycock Primary (Islington) and Selwyn Primary (Newham). Weekly music sessions are led by specialist music practitioners with small groups of children from Reception to Year 6, with activities adapted to the needs of each group. As well as building skills in aspects of musicianship, Sounding Out also supports the children's emotional development and confidence, and aspects of their speech and communication. A wide range of musical activities is covered, including a focus on singing and vocalisation, and playing instruments, improvising, and creating group narrative compositions. Music visualisation technology "Sing and See" helped to reinforce concepts of high and low pitch, and different timbres and frequencies, thus building skills and knowledge and providing a tool for composition activities with the older children. Creative Futures allows all deaf children to access the music curriculum in both key stage 1 and 2 and is done in an interactive and fun way. All children are singing/vocalising and playing instruments.

Whole School projects

All children (both deaf and hearing) have been involved in extracurricular activities which encourages communication and self-esteem. The Year 4 and 5 children for the past two years have performed at the Jacksons Lane Theatre in Macbeth and Twelfth Night and it encouraged the children to work closely together across the year group, new friendships were formed and all the children's self-confidence was noticeable. The parents were incredibly impressed and proud to see their children performing on stage.

Wow events

Every term all year groups create together a WOW event to start their new topics. It involves workshops, cooking, dressing up, drama such as spending the day in school as a Victorian child with a Victorian teacher and art such as making life size Egyptian Mummies!

Sports

PE is taught across the year groups and as well as teaching various sporting skills, encourages teamwork and group interactions.

Deaf Awareness and Identity

It is very important for all children and adults within the school to have an understanding of deaf awareness. Not only during Deaf Awareness week, but throughout the year that utlise our Personal Understanding of Deafbess (PUD) scheme of work. We also have BSL classes. Speech and Language therapists work with the children throughout their time at Laycock on Deaf Identity (Life and Deaf projects), on good communication skills and run joint groups of deaf and hearing children to encourage self-confidence. They also work on transitions to secondary schools, visits to other deaf Provisions including Frank Barnes, Knightsfield, Hendon and Petchey Academy. In 2023 the children visited the Annual Deaf Sports Day which gave the children the opportunity to meet other children using a variety of different modes of communication. This year we will begin a weekly lunchtime BSL class.

Laycock Alumni who came in to talk to both Deaf and Hearing children •

J O - a professional Muay Thai fighter

• D G - A professional football coach who has worked at Crystal Palace, Watford and Chelsea. He explained to the children while everybody wants to be a footballer this is not always possible and it is important to get qualifications (he did a qualification in Sports Science)

• H A - The first deaf female firefighter in Ghana.

• G R - She now works as an account manager at the National Theatre who has organised workshops and a visit to see The Witches'

• A large number of children are now at secondary school or college/university and they talk to the children about their experiences.

• Deaf children are involved in all aspects of school life. They are on the eco and school council, Year 6 Laycock Ambassadors. form over half of the school choir and a high number of deaf children learning a musical instrument.

12. Improving the Social, Emotinal and Mental Health for SEND pupils

We work hard to create a culture 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.

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

● advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class

● small group sessions - to promote positive behaviour, social development and self-esteem

● Routine check-ins with the Pastoral support manager and SENDCO

● Support to help resolve issues in the playground – Lunchtime club

● Additional support for pupils – to help them cope better within the classroom or playground - becoming a focus child

● Advice and support from 'outreach' teams – The Bridge, Samuel Rhodes school, CAMHs therapeutic work. Etc., delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour (e.g. CAMHS)

13. Extra-Curricular Activities for SEND pupils

The school has a wide range of extra-curricular activities including:

● A nurture breakfast club each morning

● Lunchtime club

● After school club

● School trips We try to make sure that all pupils with SEND can engage in activities alongside pupils who do not have SEND. The school also provides opportunities for pupils to go on school trips. We will involve parents of pupils with SEND in the planning of school trips to assess the benefits, risks and identify how the needs of individual pupils can be best met. Where a child with extreme complex needs is unable to take part in a trip/activity, we would encourage and facilitate adapted opportunities.

14. Local Support for Parents of Children with SEND

Information about Islington's local support 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 Parent Carer Support Service, based at Centre 404 - 020 3316 1930 Offers a range of services to assist the parents/carers of children with SEND.

These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks. Website: http://www.centre404.org.uk/

This report is linked to our Accessibility Plan, which can be found on the school's website under the sub heading Policies.