Tollerton School

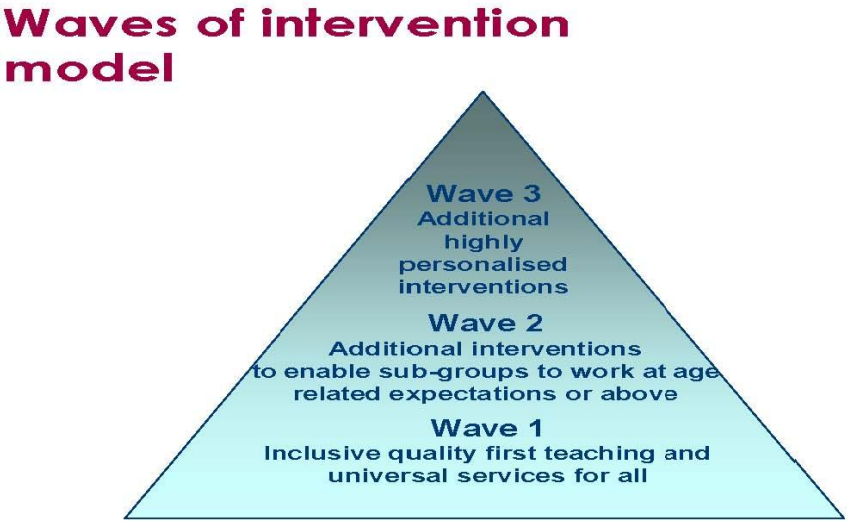
Special Educational Needs

Tollerton School is a mainstream school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.
All children are treated as individuals and their needs are assessed on an individual basis. However, children's needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social, Mental and Emotional health, Sensory and/or Physical Needs.

Category	Presentation of needs and difficulties
Communication and Interaction	**Children may have a delay or disorder in one or more of the following areas:** **Attention / Interaction skills:** May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. Children may have strong sensitivities to other different sensory stimuli. They sometimes become fixated with or become obsessed by things that may not appear relevant or important to others. **Understanding / Receptive Language:** May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding. **Speech / Expressive Language:** May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected. **Children may have a medical diagnosis of Autism(ASD), Asperger's Syndrome, Semantic Pragmatic Disorder**
Cognition and Learning	**May have difficulties with the skills needed for effective learning such as use of:** • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing **Children may have a specific learning disability such as Dyslexia, Dyscalculia, Developmental Co-ordination Disorder, Dyspraxia or Dysgraphia.**
Social, Mental and Emotional health	**May have difficulties with social and emotional development which may lead to or stem from:** • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and / or Physical	**These pupils may have a medical or genetic condition that could lead to difficulties with:** • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

How We Meet Children's Needs

The provision we give pupils with SEN can be thought of as coming in 3 waves:
Wave 1: Inclusive high quality teaching for all through adaptation in lessons – teachers adapting what they do without any additional support.
Wave 2: Additional interventions to enable children to work at age related expectations, often in small groups with children with similar needs
Wave 3: Additional highly personalised and focused interventions, sometimes 1:1 with an adult and sometimes in groups.



The following chart gives examples of how this might look in practice, supporting pupils in the four main area of SEN:

Area of Need	**Wave 1** Whole school approach – quality first teaching	**Wave 2** Targeted support for individuals or small group	**Wave 3** Specialised interventions for those with additional needs
Communication and Interaction Speech, Language and Communication. Autistic Spectrum Disorders.	Drama / Role play Peer interaction Outdoor learning activities / areas to support environmental learning Full inclusion in all school assessment and tasks Clear verbal instructions / explanations which can be simplified along with visual or concrete support Visual timetable	Small group social learning Circle of friends A range of technology to support learning Some closer supervision and guidance	1:1 speech therapy 1:1 support where needed
Cognition and Learning Specific Learning Difficulties Moderate Learning Needs Severe Learning Difficulties	Whole school approach to basic skills and specific maths, reading, writing and spelling teaching. Volunteer reading/literacy support	Small group and or 1:1 support and interventions for defined sessions per week eg: • Top-up phonics • Maths • Sentence work • Comprehension skills • Memory Games • Listening Games	Reading/writing interventions Precision Teaching - (Reading / Writing / Maths) Fully inclusive curriculum probably with some varying levels of scaffolding to be able to access.
Social, Mental and Emotional health	A safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. Promotion of our school values. Small group activities to address needs After school clubs.	• Thrive support • Time out • Counselling • Circle of Friends • Self esteem work • Anger management • Behaviour logs • Anxiety or trauma management	Referral to CAMHS (Child and Adolescent Mental Health Services) Rushcliffe Social Emotional and Mental Health Team Behaviour Risk Assessment and Management Plan

	Opportunities for children to talk about any fears, confusion and worries. Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children Continuity of care and minimal disruption of routines during a crisis Thrive approach used throughout school.		1:1 support where needed
Sensory and/or Physical Visual Impairment Hearing Impairment Multi-Sensory Impairment Physical Needs Medical Needs	Whole school approach. Audit of environment to consider adaptations (as required). Also considering: Outside play areas. Extra-curricular/ mural activities A fully inclusive and differentiated class and curriculum approach according to individual needs. Modification of organisation, routine and environment if required. Access to a base for therapy if required.	1:1 fine motor skills Physio Extra 1:1 / small group activities. Targeted small group / individual intervention to address specific needs such as: self-help skills, keyboard skills and independence. Physical aids and technologies where necessary or where advised by specialists.	Access and liaison with other professionals eg Occupational Therapist, Physiotherapist, Teacher of the Deaf etc A place for time-out or exercise if necessary. This may then include 1:1 sessions such as physiotherapy (under the guidance of a qualified physiotherapist assigned to the child).
School Management Strategies by Wave	Class Teacher Responsibility Advice and support from SENCO	Class Teacher / SENCO observation and assessment Parent discussion with Class Teacher or SENCO Provision Map Class Teacher / SENCO assessments and monitoring to ensure appropriate intervention and access to learning	Provision Map Identified key worker Access support and advice from local Family of Schools SENCO Network Potential access to an Educational Psychologist Completion of an EHAF (Early Help Form) If appropriate, 1:1 support where needed SENCO assessments and monitoring to ensure appropriate intervention and access to learning SENCO to lead provision Application for an Educational Health Care Plan if appropriate

South Wolds Family of Schools uses the following descriptions of Levels of Special Educational Needs through its graduated response to children's needs.

Level 1
School Based Provision
A child is receiving well planned and differentiated lessons within school but is not making good progress or has developing needs. Wave 1 interventions.

- Class teacher discusses this with the school SENCO and the child's parents with a view to listing on the school SEN Register if further intervention does secure good progress.
- Class teacher records concerns, tries different approaches and carefully tracks progress.

Level 2
School Based Provision & Resources-
Child MAY be recorded as having Special Educational Needs. The child receives specific interventions, sometimes delivered by other staff and outside of the classroom. The school's SENCo supports the planning of these tailored interventions. Wave 1 and 2 interventions.

- SENCo documents the interventions used to date
- Class teacher and SENCo carefully track progress and monitor impact of interventions. Parents are consulted and kept informed.

Level 3
School Based Provision and child recorded as SEN support. There MAY be some external agency involvement (for instance children with hearing impairment who may have external support from statutory agencies but who do not require extra funding resources or whose needs can be met within the £6,000 minimum from school.) Wave 1,2,3 interventions.

- SENCO and class teacher seek support and guidance from outside specialist agencies or individuals. Based on this input, additional provision is delivered by specialist or school staff. Progress and impact is jointly monitored by SENCo.
- Parents are kept informed.

Level 4 (Additional Family Needs)
School and Family Resourced Provision (the child moderates within the AFN provision within the family) Additional specialist support and tailored interventions have not yet helped a child make good progress and or the child's needs are growing. Wave 1,2,3 interventions.

- SENCo seeks advice from the South Wolds Family SEN group. If appropriate, additional resources are allocated to the school from a budget shared between the 8 schools in the South Wolds Family.
- Progress is tracked and monitored by SENCo, and specialist support staff. South Wolds Family SEN group receive regular updates on progress.
- Parents are consulted and kept informed.
- A child may move directly from Level 1 to 4 because the school can still meet the child's needs without any external support, but needs the funding resources from the family.

Level 5 (Higher Level Needs)
School and Local Authority Resourced Provision. Wave 1,2,3 interventions.

- South Wolds Family SEN group jointly decide that the resources available to them are not adequate to ensure a child makes good progress. A bid is made direct to Nottinghamshire LA for additional HLN funding and resources.
- Progress is tracked and monitored by SENCo, and specialist support staff. South Wolds Family SEN group and Nottinghamshire LA receive regular updates on progress.
- Parents are consulted and kept informed.
- A child at Level 5 may have an Education, Health and Care Plan (EHCP)

Commonly Asked Questions

1. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Identification methods that are used at Tollerton School are:

- Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- When children transfer from other schools full information about SEN is passed to us or an individual transition programme ensures we have full information about any specific needs.
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings between teachers and school leaders may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.

More formal assessments may be completed by any of the following: SENCO, Teaching Assistant or other outside agencies. Staff make ongoing teacher assessments as well as using a variety of assessment tools and pupil progress is monitored on a termly basis in line with the SEN Code of Practice.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child. If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, you can contact the SENCO, **Katie Smith**, to arrange a meeting to discuss your concerns.

2. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

The school SENCO is Katie Smith. She can be contacted by telephone at school on 0115 9372944 or by email: office@tollerton.notts.sch.uk

3. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Headteacher and Senior Management Team. Information is gathered from different sources such as intervention tracking and pupil progress data, as well as parent and child surveys and information given by parents at review and parents evenings. This is collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014. As a school, we carry out peer reviews and visits with other schools within the Academy Trust

4. How will both the school and I know how my child person is doing and how will the school help me to support their learning?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents and children at review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the assessment coordinator, SENCO and class teachers are held to monitor progress of different groups including children with SEND.

Interventions and extra support is recorded on the school's tracking system, and pupil profiles generated by the SENCO and class teacher provide an overview of provision. The SENCO monitors, reviews and evaluates the progress being made for the pupils involved in interventions each term. The SENCO also monitors the effectiveness of interventions to support children with behavioural, emotional and social difficulties.

5. What is the school's approach to teaching pupils with special educational needs?

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

6. How will the curriculum and learning be matched to my child's needs?

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

7. How are decisions made about the type and amount of support my child/young person will receive?

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes. Pupils may be added to the SEN register but only need specialist intervention for a short period of time and then no longer need it, so will be removed from the register as their needs can be met within the classroom without further intervention.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk

8. How will my child/young person be included in activities outside the classroom, including school trips?

The school curriculum is regularly reviewed by the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments will be made to ensure children can access extra curricular activities and school visits. This may involve 1:1 TA support if required.

9. What support will there be for my child/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health end Economic education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants such as Thrive sessions, lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the SENCO will access further support through the Rushcliffe Social and Emotional Health Partnership or the Children and Adolescent Mental Health services (CAMHs).

10. What training have staff supporting special educational needs had and what is planned?

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping. Additional training comes from within the Trust – recent training has included PDA awareness for all staff and SALT training for KS1 in order to support mild speech and communication concerns. The South Wolds family of schools will also provide support and we will use expertise within the schools to train each other where possible.

11. What specialist services and expertise are available or accessed by the setting/school?

We have links with many different services such as Educational Psychology, speech and language, PDSS (supporting access into school), SIS (Schools Inclusion Services), School nursing services and other services that can be accessed for specific needs if pupils require them.

12. How will equipment and facilities to support pupils with special educational needs secured?

All pupils with SEN will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary. We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training.

The SENCO and the Headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on a one-to-one basis in the classroom
- Teaching assistant support on a one-to-one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors.

13. How accessible is the school?

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space. An entrance at the rear to the main school building has an accessible approach and doors suitable for wheelchair access. There are two accessible classrooms. Any class with a wheelchair user will be in one of the accessible classrooms.

14. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's pupil profile. Information on support agencies, including 'Ask Us Nottinghamshire', is available from the SENCO. Parents/carers receive information about Special Educational Needs at Tollerton School in their admission packs.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment, message via ClassDojo or by phoning or emailing the school office.

Parents are kept up to date with their child's progress through parents' evenings, reviews meetings and reports at the end of each year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The school's SEN governor can also be contacted in relation to SEN matters.

15. What are the arrangements for consulting young people with SEN and involving them in their education?
We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. If your child has a Pupil Profile and targets or an EHC Plan then their views will be obtained before any meetings and will form part of the review.

16. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?
If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.
The School Complaints' Policy is on the school website or available on request from the school office.

17. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?
The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents.
The following services will be involved as and when it is necessary:

- Schools and Families Support Services, including: Early Years, Sensory, Cognition & Learning, Communication & Interaction Team.
- Sensory Impaired Support
- Speech and Language Therapy Service (through the Equals Trust and the NHS)
- Educational Psychology Service
- Healthy Families Team
- Community Paediatrician
- Occupational Health
- Integrated Children's Disability Service
- Physiotherapy
- Ask Us Nottinghamshire
- Children's Centres
- Rushcliffe Social and Emotional Health Team
- Early Help Unit
- Targeted Support

18. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?
We flag any possible support for parents through our website as well as discussions with parents on an individual basis. Parents are welcome to contact the SENCO at any time, as well as Sure start and the school nurse. We also use the school noticeboard to signpost Local Authority or voluntary support groups.

19. How will the school/setting prepare my child/young person to:
(i) Join the school/setting?
All information about your child joining our school can be found on our school website in our admissions section and in the Equals' Trust Admissions Information. If your child is joining us from another school the SENCO will contact the school your child is transferring from to discuss your child's needs. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school.
(ii) Transfer between phases of education (e.g. infants to juniors, juniors to secondary etc.)?
When moving classes in school information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
In year 6 the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.
We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.
(iii) Prepare for adulthood and independent living?
When necessary the curriculum for pupils with SEN is adapted to include real life situations. For example, regular trips to local shops and the local market enable real life learning about many different aspects of maths.

20. Where can I access further information?

If your child has a special educational need of any sort and you are thinking about joining our school please phone to arrange a meeting with the Headteacher and SENCO as early as possible. More information about the school in general can be found on the school website www.tollerton.notts.sch.uk

You can find further information about what Nottinghamshire County Council offers to support children with SEN and their parents/carers at their website: www.nottinghamshire.sendlocaloffer.org.uk

As a staff we have regular training and updates of SEN issues, medication use and resources and interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Rushcliffe Social and Emotional Health team (specialist behaviour support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, Physical Disability Support Services, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Educational Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

This statement has been written by the South Wolds Family of Schools SENCo group which works together to meet the needs of the children within its schools. It has been adapted by each school to reflect the provision and practice within each setting.