



WORKSOP PRIORY C of E PRIMARY ACADEMY

Special Educational Needs Policy September 2025

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A special educational need is:

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

www.nottshelpyourself.org.uk

Value Statement

At Worksop Priory C of E Primary Academy we value the abilities and achievements of ALL our pupils. We are committed to providing for each pupil the best possible learning experiences.

1. Aims and objectives

We aim to:

- provide an inclusive curriculum and believe that all children should be valued equally. Throughout the school we provide an atmosphere of warmth and support in which all pupils are valued and are able to take risks and make mistakes
- ensure that all children learn effectively; we provide a climate where learning is valued, children are praised for their efforts, everyone can earn rewards and can work without fear of criticism in order to reach their potential
- provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice

Objectives

- **To identify the needs of pupils with SEN as early as possible.**

Where possible we will gather information from parents/carers, education, health and care services, early years settings and other schools where applicable, prior to the child's entry into the school.

- **To monitor the progress of all pupils**

Continuous monitoring/reviewing of pupils by class teachers, SENCo and Senior Leaders identifies pupils with SEND and informs planning and intervention.

- **To make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This is co-ordinated by the SENCo and Senior Leadership Team and is carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. All children are encouraged and supported to take a full and active role within all areas of school life, including extra curricular activities and taking on specific roles within school e.g. School Council, Negotiator, Friendship Builder, Ambassador, Sports Leader

- **To work with parents**

Both formal and informal dialogue takes place with parents/carers regularly in order for us to work together for the benefit of all pupils. Individual targets related to area of need are set, reviewed and progress shared with parents/carers at least termly. A written report, detailing progress, attainment, strengths and areas for improvement is produced and shared with parents/carers at the end of each school year.

- **To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone**

Support is sought from appropriate agencies when needed

- **Maintain a school environment where pupils feel safe to voice their opinions of their own needs.**

Regular one to one meetings are held between pupil and teacher or SENCo. Targets are agreed, which are recorded on the IEP document. This also documents strengths and needs and takes into account the child's view as well as those of staff and parents/carers.

2. Roles and Responsibility for the co-ordination of SEND provision

The persons responsible for overseeing the provision for children with SEND are:

Workshop Priory Academy Special Educational Needs Team

Head Teacher Mr K Houghton khoughton@worksoppriory.snmat.org.uk

SENCo Mrs. S. Rawson srawson@worksoppriory.snmat.org.uk

SEND Governor Ms A. Lee alee@worksoppriory.snmat.org.uk

Workshop Priory Academy telephone number 01909 478886

The Senior Leadership Team (including SENCo) and SEN Governor oversee and monitor the progress of all children with Special Educational Needs. The person co-ordinating the day to day provision of education for pupils with SEND is Mrs S Rawson.

The governors are formally informed of the school's Special Needs provision through regular dialogue, meetings and reports. Working closely with staff, parents/carers and other agencies, the SENCo aims to ensure quality first teaching and impactful high quality intervention for all children at Workshop Priory Academy with SEND. Training needs for both teaching staff and teaching assistants are identified and planned for by the SEND Team in conjunction with the rest of the Senior Leadership Team and the Workshop Town Family of Schools.

3. Arrangements for coordinating SEND provision

The SENCo will ensure details of SEND provision are held in school (e.g. provision maps, IEPs, feedback from outside agencies, records of input from other professionals, progress and impact data etc).

All staff can access:

- The SEND Policy
- A copy of the full SEND Register or alternative school document used for tracking each cohort
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- Additional individual pupil information, including action plans, targets, copies of their IEPs etc
- Practical advice, teaching strategies, resources and information
- Updated information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

This information is accessible to all staff and, where appropriate, parents/carers.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school works closely with other early years settings, primary and secondary schools in sharing information at transition points. Where appropriate, staff from other settings, and involved agency professionals, are invited to meet with the SENCo and to attend IEP review meetings and specific transition meetings.

An information transfer document is in place to ensure all relevant documents are forwarded to or received from a school. The SENCo contacts the new school by phone to speak to the previous/new SENCo or class teacher to inform of any additional needs and give advanced notice of any additional funding allocations or requests.

All transition programmes are created and centred around the child's individual needs

5. Specialist provision and facilities for pupils with SEND

Worksop Priory C of E Primary Academy has a number of pupils being monitored for and with an identified SEN or disability.

We have an experienced staff team, who have a range of knowledge in SEND provision and support. We have previously been quality assured as a dyslexia friendly school, in 2019 we were awarded the ADHD Kite mark and we work with pupils with a wide range of needs including autism, physical and emotional needs. We have a well- trained, highly respected pastoral care provision.

We are committed to whole school inclusion. For more information on our provision for inclusion see **section 10**. The school has a range of specialist SEN facilities in place. These are:

1. Physical environment - the school site is situated at ground level, we have window blinds and easily accessible disabled parking

2. A flexibly-used enhanced nurture provision for specific small groups of young children who struggle to access the classroom environment at points during the day
3. Assistive technology
4. Increased access to the curriculum and assistance during tests
5. School transport – the academy owns two minibuses

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of an Academy's budget. 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. For those with the most complex needs, additional funding is allocated by the local authority. 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.

The funding allocation to support the teaching of SEND pupils changes annually. Nevertheless, at Worksof Priory Academy we invest significantly more than the sum allocated in the support of this special group of children.

The Headteacher, Deputy Headteacher and SENCo hold termly Pupil Progress Meetings with class teachers. Each child's progress is discussed and plans further developed or adapted to meet need. Suitable interventions, screenings, training and resources are identified to support individuals and this informs how support and resources are re-evaluated and adjusted. This provision is then integrated into the next round of review meetings for discussion with parents.

Investments are directed at providing:

- Time allocated to allow the SENCo to carry out their roles
- Intervention teachers and TAs for support time to engage with pupils and deliver planned intervention/ recovery programmes
- Support materials and equipment across all curriculum areas, including appropriate reading books to support pupils with learning difficulties or delay.
- Training materials, course opportunities and cover to support staff in their teaching

School offers additional support in

- Dyslexia/ADHD/ASD friendly classrooms
- Spelling support
- Specific reading material for reluctant readers/content appropriate for higher and lower ability readers
- Numicon resources and apparatus
- Assistive technology including a full range of software
- Equipment aids
- Autism/ADHD/Anxiety resources
- Communication aids, including Communication Books developed by Speech and Language Therapy services)
- Emotional support (Buddies, SEAL, Breakwell Assault Cycle, Explosive child etc.)
- Sensory resources
- Handwriting/Fine Motor/Gross Motor skills programmes
- Transition programmes
- Speech and Language resources and programmes

7. Identification of pupils needs

Identification

We recognise the importance of early identification, assessment and provision for any child who may have SEND as research shows the earlier the action is taken, the more responsive the child is likely to be. Assessment at Worksop Priory Academy is not a single event but a planned, continuous process.

Please see the definition of Special Educational Needs at the start of the policy (page 2)

We fully understand that SENDs are diverse in nature and that these may be:

- ❖ Sensory, Physical and /or Medical
- ❖ Cognition and Learning
- ❖ Communication and Interaction
- ❖ Social Emotional and Mental Health

We follow a graduated approach which recognises that children learn and progress at varied rates.

Quality First Teaching/Universal Classroom approach

Adaptive teaching strategies are used by class teachers and teaching assistants in order to enable all children to access learning, make progress and achieve success.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries OR any pupils with concerning behaviours will be monitored.

- a) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic/non-academic progression and enable the teacher to better understand the provision, adaptations and teaching style that needs to be applied.
- b) The SENCo may be consulted for support and advice and may wish to observe the pupil in class.
- c) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- d) If a pupil has recently been removed from the SEND Support list they may also fall into this category as continued monitoring will be necessary.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) The child is formally recorded by the school as being monitored, but this does not place the child on the school's SEND Support list. This is discussed with parents/carers.
- g) Pupil progress meetings are used to monitor and assess the progress being made by the child and to consider whether the child continues to require monitoring or not, or whether they should be escalated to the SEND Support List and an individual plan developed.
- h) In some circumstances, where SEND needs are obvious, a child's name can be added straight on to the SEND Support List after discussion with SENCo and parents.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and we will aim to work together to 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.

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 maybe a referral made 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. Additional support maybe sought from outside agencies.

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. They will work closely with intervention teachers, 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 and relevant paperwork will be completed.

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

8. Referral for an Education, Health and Care Plan (replaced Statements)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or 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 an EHC Plan may be taken at a review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, SENCo, teachers, social care and 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

or by speaking to an Education, Health and Care Plan Co-ordinator Duty Team on:

0115 8041275 or email icdsehcBandNSlocality@nottsc.gov.uk

or by contacting Ask Us Nottinghamshire enquiries@askusnotts.org.uk

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan may be provided by Nottinghamshire County Council. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum that is, as far as possible, in line with the wishes of their parents and the needs of the individual.

At Priory C of E Primary Academy every effort will be made to educate pupils with SEND 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.

The school curriculum is reviewed annually by the Head teacher, Deputy Head Teacher, Senior Leadership Team and the curriculum subject leaders. Updates are shared at staff meetings throughout the year attended by the SENCo and each curriculum subject manager has a development plan.

- Staff working with children are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Regular training is provided and learning opportunities for staff in all key stages on the subject of SEND and SEND teaching. School staff are encouraged to be up to date with adaptive teaching methods which will aid the progress of all pupils, including those with SEND
- Teaching assistants and support staff, and the school facilities and physical resources, are used effectively and impact is monitored carefully
- Individual or smaller group teaching is available where it is felt that pupils would benefit from this provision. Any decision to provide group teaching outside the classroom will involve the SENCo.
- Appropriately challenging, realistic individual SMART targets are set, taking account of advice from any involved external professionals where appropriate. These are reviewed informally as part of ongoing provision and re-set as needed, with formal reviews 4 times a year.

10. Inclusion of pupils with SEND

The Head Teacher, SENCo and LGB oversee the academy's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all teaching staff and the LGB together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom: all venues are pre-checked for access arrangements including the curriculum activities offered and tailored to individual need as required by the teacher and SENCo. All children are encouraged to attend extra-curricular activities and any necessary support is provided.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, CAMHS and the Bassetlaw Primary Behaviour Partnership.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This provision is made through one to one meetings (both formal and informal), multi-agency support and collaborative planning between the SENCo, staff and parents.

The Senior Leadership Team and LGB review this policy annually and share the document with all staff. However, if there are national directives or developmental suggestions from parents, pupils or outside agencies, these may be piloted during the year and built into the policy at the following review.

As a school we constantly review our SEND provision, and as such, if any issues or difficulties arise we refine our strategies accordingly. Any changes are reported to the governors by the SEN Governor and Senior Leadership Team, once ratified by them, the policy is amended accordingly, with all staff informed.

A termly meeting is held with the Governor responsible for SEND and the SENCo and a report is shared with Governors. As a result of this report and relevant updates through Governor Meetings, the Governing body monitor the processes outlined above and review progress against any new initiatives/objectives for SEND provision.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENCo and school staff will monitor review and evaluate interventions used to support pupils to achieve both academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Head Teacher and SEND governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents' evenings, parent advocate, consultation evenings, feedback forms, school forums etc.. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform the SEND development and improve future planning.

12. In service training (CPD)

We recognise the need to train and keep all staff up to date with issues, relevant training and developments in teaching practice in relation to the needs of pupils with SEND. SEND training forms part of the school's annual training programme and funding budget to support professional development. It also serves to develop expertise in supporting children at Priory with specific learning needs i.e. Autism, ADHD, Dyslexia and meeting requirements e.g. Safe Handling etc. Specific funding for SEND training is identified in the Action Plan and allocated accordingly. Training takes place in staff meetings, planned sessions and at external locations by quality assured providers.

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 management (see Section 11).

Our school operates the following training programmes:

SENCo

- Communication and Interaction, autism
- Behaviour – SDQ, Boxall profiles
- Attachment behaviours and disorders
- Training in Foetal Alcohol Syndrome
- Dyslexia, assessment, spelling difficulties, etc.
- SALT training
- AET Framework
- Assessment

All Staff

- Behaviour for Learning

- Precision teaching
- Working memory
- Take 5 Breathing
- Graduated Response
- ADHD Awareness
- Autism
- Phonics
- Adaptive Teaching

Relevant Staff

- Explosive Child
- Managing strong emotions
- Safe Handling, PEEP, Personal and intimate care planning etc.
- Whole Word Approach to Reading
- ADHD training
- Sensory Diet/Sensory Circuits
- Controlling Risky Behaviours (CRB), including Small Children
- Look at Me, Look at You
- Time to Talk
- Pre- Key Stage Standards Training
- Inclusive Classrooms
- Dyscalculia
- Dyslexia
- Attention Autism
- The Learning Sandwich

Pastoral Care

- Loss and Bereavement Counselling
- 'Woodfers World'
- 'Zippy's Friends'
- Peer mentoring
- Nurture group training
- Penn Resilience
- Bubble Gum Guy
- Giant's Desk
- Conflict Resolution
- Nurture Through Books
- Understanding Behaviour and Supporting Distress through Relational Approach
- Bounce (Resilience ready for transition)
- Ready4 Secondary

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. One of our TAs is a trained Emotional Literacy Support Assistant.

13. Links to support service, other agencies and voluntary organisations

At Worksop Priory C of E Primary Academy we invite, seek advice and support from external agencies in the identification and assessment of, and provision for our pupils with SEND. The SENCo is

responsible for initially liaising with agencies. The following services may be called upon as and when necessary, offering specialist advice, support and help to teachers, children and parents

- Nottinghamshire Education Psychology Service
- Schools Inclusion Services - Early Years, Communication & Interaction, Cognition & Learning, Sensory & Physical Teams, Assistive Technology
- Speech and Language Therapists
- Bassetlaw Primary Behaviour Partnership
- Specialist Outreach Services
- Child and Adolescent Mental Health Services
- School Nurse / Health Visitor / Community Nurse / Specialist Nurses
- GP Doctors and Paediatric consultants
- Physiotherapists or Occupational therapists
- Physical Disability Support Service (PDSS)
- Parent Advocate - Ask Us Nottinghamshire
- Multi-Agency Teams including: LAC, Social Services, Family Hubs, CAHMS, Bereavement counselling, Early Help Assessment meetings (EHAF) - Multi Agency Support Hub (MASH)
- Other services outlined in the Local Offer

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss specific SEND provision as required.

The school continues to build strong working relationships and links with external support services, agencies and volunteer organisations in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil and the SEND team within school will work with parents/carers and other agencies to overcome barriers to learning and wellbeing.

14. Working in partnership with parents

(See also our Home-School Agreement)

At Priory we believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through termly progress review meetings, provision reviews and annual reports.

If a parent requires any additional information or just needs a "chat", they are warmly welcomed into school to talk with the class teacher, SENCo, Head Teacher or all of them, at a mutually convenient time.

At any time, school may request a meeting with parents to discuss any important issues. Agencies may also request the involvement in meetings by the SENCo, where information is shared with the consent of parents.

The school liaises formally and informally with parents on a whole range of issues through face to face contact, phone calls, personal and class consultation events, which can include a range of SEND issues. Parents can request support from Ask Us Nottinghamshire to assist them in seeking further information.

At the start of each academic year an internal “Springboard” meeting is held with the SEN team where all children potentially requiring support during the academic year are discussed. Termly progress data meetings are a platform for identifying children at termly intervals for additional support, allowing their needs to be taken to the Family of Schools Springboard meeting as required with parents signed consent for discussion and involvement.

Parents can raise concerns with the class teacher, SENCo, Wider Learning Mentor or Head Teacher, either face to face or by leaving a message in the school office. Class teachers will also pass on any parental concerns to the SENCo, following the termly parent interviews. As soon as a concern has been identified an appointment will then be arranged at a mutually convenient time to all, (usually within 10 working days) to discuss the concerns and follow up action to be taken.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs.

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 in regards to the provision for their child. The school’s SEND Governor may be contacted at any time in relation to SEND matters.

15. Links with other schools

The school is a member of the local Worksop Town Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We work closely with catchment and non-catchment schools within the Nottinghamshire area. Children and parents transferring to or from schools are encouraged to meet with us formally and informally to allow receiving staff to get to know a child, their family and any concerns they may have.

16. Complaints procedure

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 a member of the SEND team: the SENCo, Head Teacher, or SEND Governor who will be able to advise on formal procedures for complaint. Parents will be advised to refer to the general complaints procedure which is published on the Academy website. A copy can also be requested from the school office.

However if there is a problem, which requires the involvement of a third party the following steps are followed in rank order:

1. Meeting with SENCo – Ask Us contacts to be shared
2. Meeting with Head Teacher/Senior Leadership Team
3. Involvement of SEN Governor
4. Area Education Officer, North Base, Mansfield
5. SEN Officer, SEN Section at County Hall, Nottingham

This policy will be reviewed annually.

Review Date: October 2026

