



Inclusion and Special Educational Needs and Disability (SEND) Policy

S Field
2020-2021

Approved by Chair:
Review Date: September 2022

SHINE Academies
SEND & Inclusion Policy

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

School Moto

'Always treat others as you would like them to treat you.'

Introduction

At SHINE Academies, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards and we take into account each child's individual needs and experiences.

To promote and provide an Inclusive Education at SHINE Academies we:

- Provide a broad and balanced curriculum for all pupils.
- Have high expectations, setting suitable and challenging targets for all children.
- Celebrate success and achievement through weekly achievement assemblies and the awarding of certificates for achievement.
- Identify particular groups and sub groups of children within the school in order to monitor and track progress and attainment.
- Monitor the progress and attainment of all children against national and school based targets, which are set and reviewed on a yearly basis.
- Actively seek to remove any barriers to learning by evaluating and reviewing planning, teaching strategies, resources employed and the work of children in the school.
- Employ a wide range of teaching strategies and styles in classroom practise, using resources creatively to accommodate the complete range of needs and abilities among our children.
- Are committed to continue school improvement.
- Actively involve parents in their child's education through regular parent's evenings, review meetings for children on the SEND register, termly reports and informal contact between staff and parents.
- Provide a wide range of extra- curricular activities and opportunities open to all children at various stages throughout the school.
- Monitor the implementation of all policies to ensure all children have equality of access and treatment.

- We strive to meet the needs of all pupils at SHINE Academies and take into account each individual child's background and cultural experiences and make sure that we plan accordingly.

Aims and objectives

It is the aim of SHINE Academies:

To provide equality of opportunity for all children

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our educational trust.

SHINE Academies actively works to promote educational and social inclusion. This is achieved by:

- Valuing the contribution of all individuals and groups within the school community
- Ensuring that access and opportunities are equally available to everyone
- Recognising that diversity is an asset
- Monitoring the involvement, achievement and progress of all groups, taking steps to ensure all groups and individuals are included

We aim to do this by:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Key Principles

- All children have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Inclusion is about excellence and choice, and these are celebrated.
- Parents and carers have an essential part to play; inclusive education incorporates the views of parents/ carers and the child.
- The interests of children are paramount and all involved in the education of children must actively seek to remove barriers to learning and participation.

Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason

- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

Legal framework

This policy will have due regard to legislation, including, but not limited to:
Children and Families Act 2014 (and related regulations).

- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Policy development

The policy is developed and implemented across the schools within the SHINE Academies by the SENDCo/Inclusion Managers.

Staff training

Staff will be provided with training that is relevant to the needs of the children they are working with. Those staff working with children with medical/physical/ needs will receive training in-line with needs identified through a child's Individual Healthcare Plan, Educational Health Care Plan, Individual Behaviour Plan and/or reports/information received from professionals in other agencies.
All staff will receive training in supporting pupils with additional needs within the schools continuous professional development programme.

Areas of special educational need

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.

- Disability or health condition 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.

SHINE Academies will make provision for pupils with the following 4 kinds of need:

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

Admissions

SHINE Academies will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their Education Health Care (EHC) plan
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Roles and responsibilities

The governing body, headteacher and senior leaders have a responsibility to:

- Fully engage parents and / or young people with SEND and additional needs when drawing up policies that affect them.
- Identify, assess and make provisions for all children and young people with SEND and additional.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
  Ensure that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.
- School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of extended schools activities that are offered.
- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.

- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO/inclusion manager has sufficient time and resources to carry out their functions.
- Provide the SENCO/inclusion manager with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The Inclusion Manager/SEND Coordinator (SENCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment (SENCO only).
- Collaborate with the governing body and headteacher to determine the strategic development of SEND and inclusion policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND and inclusion policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the Local Authority (LA) and LA support services.
  Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

- Ensure, as far as possible, that pupils with SEND and additional needs take part in activities of the school together with those who do not have identified needs.
- Ensure that the school keeps the records of all pupils with SEND and additional up to-date.

Class teachers must:

- Plan and review support for their pupils with SEND and additional needs, on a graduated basis, in collaboration with parents, the SENCO/inclusion manager and, where appropriate, the pupil themselves. This will take place formally every term, however class teachers are responsible for monitoring the support given to children in their class with SEND and additional needs on a regular basis.
- Inform the child's parents that provision is being made.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

- Teachers seek to provide pupils with learning opportunities, which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress.
- Additional or different provision and its outcomes are recorded by the teacher by means of an SEND plan and provision map.
- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Progress Meetings which are led by the Headteacher, Deputy Headteacher and Assistant Headteacher.

Teaching assistants must:

- work with individuals or groups of pupils during lessons to support pupils' learning and promote their well- being. The work of a TA is directed by the teacher during lessons.

  Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Manager.
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.

- In order to best utilise their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Phase Leaders and Class Teachers.

Family liaison manager/officers:

- The school has a family liaison officer who takes the leading role in co-ordinating support and provision for children and families who require additional support for behaviour and emotional wellbeing.
- The family liaison officer works closely with outside agencies, liaises with social services and other agencies as appropriate and 'signpost' and/or access other available services to families and the school.
- The family liaison officer has a key role in promoting and supporting inclusive practice at the school.

Behaviour manager:

The behaviour manager undertakes a variety of tasks which include:

- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
- Helping to devise ways of best supporting the pupils requiring additional behaviour support.
- Observing the well-being of pupils within social settings and spending time within classes and working with individual pupils.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- Taking a supporting role in working alongside external family support agencies.
- Provides regular contact between school and families.

Educational Psychologist:

- The school has an Educational Psychologist, who works on a referral basis.
- The Educational Psychologist will observe and work with children with additional needs; will provide support and give advice to staff on the best provisions for the child to promote inclusion.
- The Educational Psychologist will liaise with outside agencies and families to inform them of suggested support plans.

  In partnership with the Head Teacher, the Inclusion Manager, senior leaders and class teachers, advises, evaluates and plans for the development of inclusive practice and provision across the school.

Speech and language therapist:

Children who are identified as having additional speech and language needs receive support from the allocated Speech therapist. Targets are set are supported by all staff working with the child.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND and additional needs express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.

Funding

Even though we prioritise and maximise the use of available funds, this only goes part way to meeting the extra costs involved. We also require additional funding and resources from the Authority in order to achieve the aim of catering for all pupils equally.

SHINE Academies will allocate the appropriate amount of core per-pupil funding and notional Inclusion budget outlined in the local offer for the SEN provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and SHINE Academies will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Additional resources available

In achieving provision, which will meet the wide range of pupils' differing needs, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- Health
- The Speech and Language Therapy Service to Schools
- The Occupational Health Therapy Service for Pupils (OTs)
- The School Nursing Service
- The Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CaHMS)
- The Information, Advice and Support Service 'for special educational needs and disability'
- Doctors and Consultants from New Cross Hospital/Walsall Manor Hospital or similar institutions.
- Shepwell Centre
- Westcroft Outreach (NPPS/Villiers Only)
- Penn Hall Outreach (NPPS/Villiers Only)
- Old Hall Special School (Lodge Farm/Busill Jones Only)
- Phoenix EBD School (Lodge Farm/Busill Jones Only)
- Visually Impaired (Lodge Farm/Busill Jones Only)

Local offer

SHINE Academies will cooperate generally with the local authority and local partners in the development and review of the local offer.

Identification of pupils with SEND:

To identify pupils with SEND, SHINE Academies will use a 4 wave model:

Wave 1: the Class Teacher identifies a child who is making little or no progress, despite receiving differentiated learning opportunities through teachers' normal planning. The Class Teacher then consults with the SENCO and a Notification of Concerns Form is completed. At this point the child's parents/carer should be contacted and alerted to the concerns that have been raised and enlist their active help and participation. The child will be put into appropriate interventions to see if progress can be made.

Wave 2: when the decision has been made by the SENCO and the Class Teacher to move the child onto Wave 2, the Class Teacher forms a SEND plan with the participation of the parents/carer. The SEND form involves 3 different forms being completed by the class teacher in consultation with the parents/carer. These include: the initial plan or plan review, agreed targets and agreed provisions.

Wave 3: The SEND plans are reviewed, and new targets are set at the end of each term, although if a child achieves a target before the review date the Class Teacher will set a new target when necessary. If after two SEND reviews the child has still made little to no progress, despite extra provision in school, the Class Teacher, SENCO and parents/carer meet to discuss the support of external services being used to support progress being made in certain areas. For example occupational therapy, speech and language, physiotherapy, educational psychologist etc.
Wave 4: the Class Teacher and the SENCO are supported by outside agency involvement in how best to support the children in school with SEND. However for those children who still make no progress and fall significantly behind their peers, an application will be made for an EHC plan. Any child in school who currently has an EHC plan will be supported on wave 4.

Interventions

Interventions can be implemented through Wave 1 and 2 where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

The class teacher or SENCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.

  Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Assessment

SHINE Academies will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

- SHINE Academies will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

SHINE Academies will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Co-operate with the local authority during annual reviews.

- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

  Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEND and Disability Tribunal

SHINE Academies will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

English as an Additional Language

Definition: The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

Identification and Assessment:
Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.

Progress:
This is monitored by the EAL Coordinator and through Progress Meetings by the Headteacher, Deputy Headteacher and Assistant Headteacher.

Provision for EAL pupils:
The EAL Coordinator meets all mid-phase admissions and will liaise with class teachers and Inclusion Manager if a new pupil has English as an additional language. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support.

Gifted, Able and Talented

Definitions:

- Gifted refers to students who achieve, or have the ability to achieve, ***significantly*** above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.
- 'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

Talented refers to those students who achieve, or have the ability to achieve, ***significantly*** above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

Aims:

At SHINE Academies it is our aim to provide:

* An extended challenge for the most able pupils
* A distinctive provision for the most able pupils
* Opportunities for children to use, demonstrate and test their skills
* Opportunities to celebrate particular talents and gifts

Identification:

Gifted and Talented children will be identified through:

- Statistical data: results of end of Key Stage Assessments/ Baseline/ results of school based formal assessments
- Teacher's professional judgement
- Liaison with outside agencies
- Awards, certificates and achievements from inside and outside of school

Pupils gifted in English may be identified when they:

- Demonstrate high levels of fluency and originality in their conversation.
- Use research skills effectively to synthesise information.
- Enjoy reading and respond to a range of texts at an advanced level.
- Use a wide vocabulary and enjoy working with words.
- See issues from a range of perspectives.
- Possess a creative and productive mind and use advanced skills when engaged in discussion.
- Work confidently on objectives for year groups higher than their own.
- Achieve levels in end of year tests above those expected for their year group.

Pupils gifted in Mathematics may be identified when they:

- Explore a range of strategies for solving a problem.
- Are naturally curious when working with numbers and investigating problems.
- See solutions quickly without needing to try a range of options.
- Look beyond the question in order to hypothesise and explain.
- Work flexibly and establish their own strategies.
- Enjoy manipulating numbers in a variety of ways.
- Work confidently on objectives for year groups higher than their own.

Provision:
The needs of our Gifted and Talented children will be met in several ways, through:

- Setting and grouping children appropriately.
- Provision Maps identify additional support and provision.
- Differentiation – providing tasks and materials with a suitable challenge.
- Links with outside agencies- secondary schools.
- Extension Activities and enhancement opportunities, e.g.
    - Extension Activities within classroom work
    - Investigational work
    - Using and Appling skills
    - Acceleration – access to the programmes of study of other Key Stages
- Flexible teaching and learning styles – identifying and addressing learning styles
- Classroom assistant support
- Development of higher order thinking skills
- Specific resources
- Homework
- Specific tuition- music tuition
- Recommendation for advanced opportunities and enrichment Gifted, Able and Talented Coordinator:
- Maintain the register in consultation with other staff
- Liaise with Inclusion Manager for timely progress meetings.
- Monitor the school's provision for pupils identified as being Gifted, Able or Talented.
- Monitor the progress of pupils identified as being Gifted, Able or Talented

Preparing for secondary school

SHINE Academies will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-11, including:

- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEN.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent face-to-face support for pupils with SEND or disabilities to make successful transitions.

Arrangements for transfers between schools/settings

The requirement for transfer of pupil data and information at the end of each Key Stage and when children change school, applies equally to the transfer of SEN information. Therefore, Individual Action Plans, evidence of outside assessment, evidence of intervention etc. will need to be transferred, along with the usual data, within fifteen days of the child leaving the school. Schools/ settings need to be able to demonstrate that this has happened.

Additionally, it is good practice for the SENCO/ learning support teacher/ resource base teacher to work with feeder schools, at the very least during the term prior to transfer, in order to understand the needs of identified pupils. Best practice would be for receiving schools to work with feeder schools in a way that allows them to influence the way in which targets are written, to ensure they are meaningful when the child starts at their new school. For example the SENCO may arrange attendance at the last annual review of Statements. This not only allows them to ensure that the agreed targets and ways of working are relevant to the new school, but also to start the process of building a relationship with the child and their parent/ carer.

Data and record keeping

SHINE Academies will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional or different SEN provision on a provision map.

Confidentiality

SHINE Academies will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

Review and Evaluation of Policy

This policy will be reviewed annually, or earlier if necessary. It will be reviewed by and approved at an annual Trust Board meeting.

Appendix 1

Roles and responsibilities	**People in the process (Northwood Park) 01902 558715**	**People in the process (Lodge Farm) 01902 558077**	**People in the process (Villiers Primary School) 01902 558993**	**People in the process (Busill Jones) 01922 710700**
Chief Executive Officer	Gill Morris			
Executive Head Teacher	Marie Price			
Head Teacher	Alan Rogers (Acting Head Teacher)	Natalie Boys	Lisa Westwood	Stephanie Field
Safeguarding Officers	Alan Rogers Julie Grice (DSL) Suki Baran Sarah Jones (DDSL)	Rebecca Adams (DSL) Suneeta Jackson (DDSL) Natalie Boys Lindsey Lawson Ryan Horton	Lisa Woodward (DSL) Michelle Tolley (DDSL) Lisa Westwood Alan Rogers	Stephanie Field (DSL) Mandy Baggott (DDSL) Michelle Tolley Rebecca Cook Debbie Shelley

				Tim Cricthlow
SENCO	Beth Dawes	Ryan Horton	Lisa Woodward	Mandy Baggott
Inclusion Manager	Beth Dawes	Ryan Horton	Lisa Woodward	Mandy Baggott
Governing Body	Carol Winterbottom	Revinder Kaur	David Bayley	Claire O Leary