

Schools Information Report

Clyst Vale Community College, like all schools in Devon, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupils' special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

- On-going feedback from parents and carers and school staff at Clyst Vale Community College

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2020. If you need any more information please see our SEN and Inclusion Policy or contact Gaby Long on 01392 461 407

Frequently Asked Questions

1. What kinds of Special Educational Needs (SEN) does the school cater for?

Clyst Vale Community College is a mainstream secondary school and welcomes children and young people with SEN in one or more of the following areas:

- **Communication and interaction**
- E.g. speech, language and communication needs (SLCN), Autism Spectrum Condition (ASC), Asperger's Syndrome
- **Cognition and learning**
- E.g. Specific learning difficulties (SpLD), severe learning difficulties (SLD), global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**
- E.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**

- E.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP) epilepsy {Note – the building is fully accessible to pupils with mobility difficulties. See section 6}. There is a designated Hearing Support Centre which accommodates children with profound hearing loss who have an Education and Health Care Plan. This is staffed by a Teacher of the Deaf and a specialist teaching assistant.
- **Medical needs**
- Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

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

We assess each pupil's skills and levels of attainment when they first come to the school using Cognitive Ability Tests (CATs) and reading age tests. Further more specialised assessments that focus on specific difficulties are also undertaken should CATs or reading age scores raise concerns. This builds on the information from the child's previous school and provides us with the information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

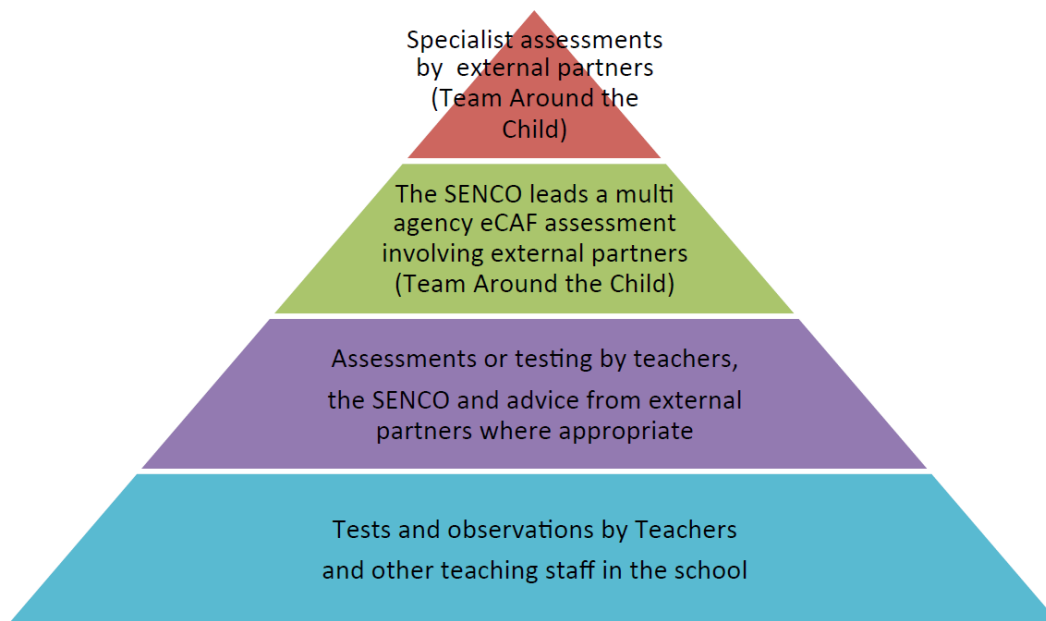
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline,
- fails to match or better their previous rate of progress,
- fails to close the attainment gap between them and their peers.

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Staff and support staff are well equipped with the skills necessary to differentiate both lessons and teaching materials to suit the needs of the individual. If progress continues to be slower than expected the teacher will work with the family and the SENDCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need. The Graduated Response Framework can also be used in the identification of students with SEND.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils.

They are summarised in the diagram below:



When considering if a child needs SEN support the school takes into account:

- the pupil's previous progress and attainment,
- the teacher's assessment and experience of the pupil,
- the pupil's development in comparison to their peers and national data,
- the views and experience of parents,
- the pupil's own views,
- advice from external support services, where appropriate.

Year 7 screening

In September all Year 7 pupils are requested to take the following assessments:

- Cognitive Ability Tests (CATs); verbal, quantitative and non-verbal
- Reading Tests

The results of these assessments, together with pupils' KS2 results, are used to plan appropriate interventions, which are run by fully trained Higher Level Teaching Assistants, TAs and English SEND Intervention teachers.

Further information is set out in our SEN and Inclusion Policy.

3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met as part of high quality teaching in mainstream classes. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils, and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENDCo will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.

Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Pen Portraits: Our new format for IEPs contains a 1 page profile and an action plan listing the goals and provision to meet the SEN.

Education, Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment.

Education, Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future and any education, health and care needs they have,
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education,
- any education, health and social care provision in place to meet their needs.

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEN in the school in September 2019:

SEN Number of pupils

School Support pupils: 112

Education Health and Care Plans (EHCP) pupils 34 (2 pending).

a) How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We assess the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively. The teachers work with the SENCo, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENDCo and the Head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in the school has their progress reviewed regularly through our Tracker system (half termly in Key Stage 4 and termly in Key Stage 3) and this information will be shared with both parents and pupils through Termly Progress Reports (TPRs), Parent Consultation Meetings and parents' evenings. We also provide an annual report to parents on their child's progress, normally at the end of the academic year.

Where a pupil is receiving targeted SEN support from specialist staff and teachers, we provide feedback to parents more regularly. We may use home school books to give daily feedback on how a child has been at school that day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year for those with more significant special educational needs.

Some pupils with SEN may have more frequent reviews if they are required. Person Centred Reviews (PCRs) are usually led by the SENDCo. Reviews normally last between 1 and 2 hours, although this varies if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively canvassing for parents,

pupils and professionals' views prior to the review. Reviews involve the pupil, the family and other professionals where this is appropriate.

They are used to:

- discuss what is working well and not working well,
- find out if the SEN provision has been delivered as planned,
- review the pupil's progress towards their goals and longer term outcomes,
- discuss and agree clear outcomes for the future,
- discuss and agree the support needed,
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress,
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents. PCRs form a central part of the possible application of an EHC Plan and for high needs funding.

c) What is the school's approach to teaching pupils with SEN?

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets. Aspirations and expectations for SEND students are deliberately high.

Teaching staff always aim to match the work given to pupils with their ability to complete it. School staff such as: Teaching Assistants, Behaviour Support Specialists (through the Skills Room) and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on the Assess, Plan, Do, Review Framework that is set out on the SEN Code of Practice (2014). The SENCo, supported by the Senior Leadership Team, ensures that all staff has sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the school adapt the curriculum and learning environment for pupils with SEN?

We are committed to meeting the needs of all pupils including those with SEN. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what students who have physical impairments might need before they start with at Clyst Vale Community College. We discuss with families what we can do to adapt the curriculum and/or the building as necessary. We have a specialist POD which contains an electronic hoist, changing table area to support students who need intimate care. The POD

also contains a separate area wherein physiotherapy programmes can be performed. All buildings containing 2 storeys are accessible via a lift and named staff have been trained to use EVAC Chairs in case of a fire.

Teachers will be supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside agencies. For example we might need to:

- provide visual aids to support learning
- rearrange the layout of the classroom
- create a quiet area in the school (the Conservatory)
- issue a timeout card where appropriate
- buy specialist ICT software.

In considering what adaptations we need to make the SENCo will work with the Head teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEN?

The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

In addition we provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals. All medication is kept by the appropriate AtHOS or in the Medical Room. A Medical Care Plan is kept for those who need to take medication in school. These are co-produced with parents and medical professionals in order to ensure appropriate provision is made.

f) What extra-curricular activities are available for pupils with SEN?

The school has a wide range of extra circular activities including:

- A breakfast club
- A variety of Lunchtime clubs, every day
- After school clubs including: homework club, sports, arts and music activities

The current list of activities for this term can be found on the schools website. We try to make sure that all pupils with SEN can engage in these activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips throughout the academic year. We will involve parents of pupils with SEN in the planning of school trips and residential to assess the benefits and risks and identify how the needs of individual pupils can be best met.

g) What support is available for improving the emotional and social development of pupils with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN. We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

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

- **Advice and support to the pupil's teacher** - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class.
- **Small group sessions** - to promote positive behaviour, social development and self-esteem run via Skills with Mrs Rogers.
- **Peer mentoring** - mentors run activities during tutor time, one morning each week, and conduct one to one meetings under the supervision of an adult learning mentor
- **Personal Support Plans (PSPs)** – 1:1 support for pupils during transition periods, break times and additional support for the pupil to help them cope better within the classroom.
- **Therapeutic work with the pupil** - delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification, counselling, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

For further information please see our school's Behaviour Policy.

4. Who is the SEND Co-Ordinator and how do I contact them?

Our Special Education Needs and Disabilities Coordinator (SENDCo) is a qualified teacher working at the school who has responsibility for SEN. They work closely with the Head teacher and governing body, as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy,
- coordinating provision for children with special educational needs,
- liaising with and advising fellow teachers,
- overcoming barriers to learning and sustaining effective teaching,
- leading the Learning Support Assistants,
- overseeing the records of all children with SEN and Disability,
- liaising with parents of children with SEN,
- planning successful movement (transition) to a new class group or school,
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs,
- liaising with external agencies including the LA's support and Educational Psychology services, Health and Social services, and voluntary bodies.

The SENDCo for Clyst Vale Community College is Gaby Long
Email: longg@clystvaled.org Phone: 01392 461 407

You can request a meeting with the SENDCo by email or phone.

5. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENDCo and the Governing body. We closely monitor the training and development needs of our staff through the annual appraisal process.

The following lists show the training and expertise of the school staff.

General SEN training for all staff

Introduction to Safeguarding 100%

Differentiation Training.

First Aid

How to support pupils with Hearing Impairments

EAL support

De-escalation Strategies – all staff

How to support pupils with Social and Emotional needs (eg Anxiety/bereavement).

How to support pupils with Visual Impairments.

How to support pupils with Hearing Impairments.

Speech Language and Communications Difficulties
Dyslexia Awareness
The SEND Code of Practice.

Specific SEN training and expertise

Accredited SENCO (National Award) – Gaby Long
THRIVE Practitioner – Lela Rogers and Sally Needs
Accredited Catch-Up Literacy – Gaby Long and Ingrid Quick
Solihull Training – Gaby Long
Catch Up Numeracy – Dan Shread
CCET/Access Arrangements Training – Gaby Long
Evac Chair Training –SENDCo, Sally Needs and Jon Wild
Attachment Based Mentoring – Gaby Long
Manual Handling Training - Gaby Long, Dan Shread, Jon Wild, Sally Needs, Laura Lane, Becca Taylor
Registered Teacher of the Deaf – Lois Angell.
Sounds Write – Ingrid Quick

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

Our links to external organisations with specialist training and expertise are listed in Appendix 1

6. What equipment and facilities are available to support pupils with SEN?

Clyst Vale Community College is a fully accessible site with disabled toilets, lift access and wheelchair friendly furniture in some classrooms. The school buildings consist of a main two-storey block with 5 separate blocks which house a variety of subjects.

There are two separate flights of stairs to all floors in the main block and lifts are available in all blocks to all floors. There are disabled toilets in each block. The school office is on the ground floor. There are 2 disabled parking bays within 10 metres of the school entrance and each stairwell is equipped with an EVAC Chair in the case of a fire. Other equipment available in our school to all children at any time needed includes:

- Communication books (for home and school),
- Devices for additional recording e.g. Cameras, video recorders, voice recorders,

- SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes including Lexia and Clicker 6.

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

7. What are the arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- My Child At School,
- discussions with the class teacher,
- setting and reviewing targets,
- parents' evenings,
- during discussions with Gaby Long -SENDCO or other professionals contributing to assessment, planning and reviews.

If your child has a SEN statement or an Education, Health and Care plan we will discuss their progress with you regularly through the year and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home,
- TAF meeting / Early Help Referrals and other multi agency collaboration
- SEN parents' coffee mornings,
- Parent workshops.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meetings with the parents and the professionals supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENDCo.

8. What are the arrangements for consulting and involving pupils with SEN in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about a range of

topics annually. A summary of these findings are discussed with parents at the parents' meetings.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats,
- using clear ordinary language and images rather than professional jargon,
- giving them time to prepare for discussions and meetings,
- dedicating time in discussions and meetings to hear their views,
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation,
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional),
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- Pupil voice,
- Annual pupil survey,
- SEN Student Forum.

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEN in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

9. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views.

We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO. If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- The child's keyworker
- The SENDCo (details below)
- The Head of School
- The Principal – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN Governor will then refer to the complaints procedure to try and address the issue.

10. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist/Advisory teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents and seek their consent in any decision to involve specialists.

The SENDCo is the person who coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff in a specific area of need e.g. epilepsy and diabetes ,tube feeding,
- get more specialised advice e.g. advice on hearing impairment,
- carry out assessments e.g. a social care assessment,
- ask for a service to be delivered e.g. physiotherapy,
- setting programmes for implementation at home and in school,
- reviewing progress and plan provision e.g. at annual reviews.

The main agencies used by the school are shown in Appendix 1.

11. What local support is there for the parents of pupils with SEN?

Information about local support for parents with young people who have SEN can be found at the Devon County Council Website.

12. What are the school's arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school / further education, training or employment/adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed. We offer additional transitions visits for vulnerable students, both during school times and in holidays and attend all Person Centred Reviews of students who are funded or how have EHCPs.

Additional arrangements for children with SEN (examples)

When moving to another school

- We will contact the School SENDCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.
- Swift transfer of records
- Transition meeting with the new setting and a planned integration.

Secondary to Further Education

- From Year 9 onwards we will work with all students with a Education, Health and Care Plan to begin planning for the life after school by developing a ‘Transition Plan’. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise. Person Centred Reviews for students in Year 11 are held at Clyst Vale Community College and are supported by Careers South West Professionals to enable a smooth transition to from Secondary school to College.

13. Where can I find more information about SEND services in Devon and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer,
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting and consult children and

young people and their families directly in preparing and reviewing the Local Offer,

- keeping the Local Offer information up to date and identifying gaps in provision.

Appendix 1 External organisations Areas of expertise/ training

Alison Cann– Communication and Interaction Outreach Team.

Angie Mudge – Educational Psychology Service

Ann Atherton – Specialist SpLD assessor

Jenny Cracknell – Visual Impairment Advisory Teacher

Emily Watson – Occupational Therapist

Darren Kenyon – Careers South West Advisor

Kelly Foster– Physical Impairment and Medical Service

Anna Andow – School Nurse

Integrated Therapy Service (ITS)

Liane Badcock – Hearing Impairment Advisory Teacher.