



DULWICH PREP LONDON
Values & Academic Excellence since 1885

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This is a whole school policy which applies to all sections of the School, including Early Years.



Persons responsible for this policy:

Lead SENDCo

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GLOSSARY

In this policy the following terms have the following meanings:

Dual or Multiple Exceptionality – this term is used to describe individuals who have one or more special educational needs or disabilities and who also have high learning potential (or high ability).

Educational Psychologists (EP) - support schools to improve a child's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may have with their learning, and to recommend and develop methods and strategies to help them learn more effectively.

The Graduated Approach - refers to the system of SEND support based around a four part cycle, known as the graduated approach, as detailed in this policy.

Occupational Therapist (OT) - is a branch of health care that helps people who have physical, sensory, or cognitive problems. Occupational therapists help with barriers that affect a person's emotional, social, and physical needs. They can advise on aids, equipment or home/school adaptations.

SEND Register - this is where we store the information relating to pupils with SEND across the school.

Speech and Language Therapist (SALT) - is a healthcare profession, the role and aim of which is to enable children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Support Plan - In conjunction with teachers, a support plan may be written for a child by a member of the Skills and Strategies Team. The plan will outline strengths and areas for improvement, along with termly targets and current provision.

I. ETHOS, AIMS AND OBJECTIVES

Ethos

Dulwich Prep London is the largest boys Preparatory school in the country. There are multiple entry points ranging from the beginning of Early Years in Nursery, to the start of the Upper School in Year 7. In order to maintain our high standards of preparing boys to attain places at some of the most academically rigorous and prestigious senior settings in the country, we plan and set academic work across all year groups, which is at a level well above national standards of attainment.

Unlike most other settings, boys from Year 5 onwards are expected to be able to independently make their way to specialist lessons in bespoke areas of the school, such as the Science labs, the Art studio and Music suite. This is to encourage the self-organisation required for those attending large independent senior schools from Year 7. This does however mean that our boys need to be able to manage multiple transitions during any school day.

Having SEND does not automatically preclude any child from achieving the high academic standards we teach towards. To this end, alongside sustained home-based support, Dulwich Prep London ('the School' or 'we'), is committed to the equal treatment of all pupils, including those with special educational needs and/or disabilities (**SEND**). We adhere to the principle that 'every teacher is a teacher of SEND' and are committed to working towards eliminating disadvantages for pupils with SEND.

Aims and objectives

Therefore, the School's aims are:

- for all pupils to achieve the maximum possible for their ability, whilst promoting high expectations and high aspirations for all children;
- to prioritise the aspirations and wishes of all children;
- to have an ethos across the School which strives for best practice and inclusivity;
- that all staff will include and nurture all pupils with SEND, whilst adopting a positive attitude towards all additional learning needs;
- to ensure that the child and family are the focus of the Schools' SEND processes;
- to provide the best education possible for all children with SEND; and
- to recognise our Dual and Multiple Exceptional pupils, who may have SEND, and are also gifted.

We will meet our aims through the following objectives:

- ensuring early identification, assessment and provision for any child who may have SEND;

- communicating openly with families about their child's needs and progress, and by working in a partnership with them, specifically ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development;
- actively engaging the child in their support and outcomes appropriately for their age, understanding and maturity;
- enabling all staff to play a part in identifying pupils with SEND and to take responsibility for recognising and addressing individual needs;
- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND;
- working with outside agencies to meet the needs of pupils with SEND;
- ensuring support and well targeted Continuous Professional Development (CPD) opportunities for staff to help them meet pupil needs and fulfil their responsibilities;
- ensuring that pastoral care and support is available for all pupils, including those with SEND;
- not treating pupils with SEND less favourably than their peers; and
- making reasonable adjustments so that pupils with SEND are not put at a disadvantage in matters of admission and education.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice, 2015). In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions or early years providers; or
- is under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Special educational needs are generally categorised into four broad areas of need and support:

- Communication and interaction;
- Cognition and learning;
- Social, Emotional and Mental Health (SEMH) difficulties; and
- Sensory and/or physical needs.

Children will 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.

Definition of Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have special educational needs are disabled. Not all disabled pupils have special educational needs.

3. LEGISLATION AND GUIDANCE

In drawing up this policy, the School has had regard to the following legislation, guidance and advice (in so far as they apply to the School):

- [Department for Education and Department of Health \(2015\) Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [Equality Act 2010](#);
- [Children and Families Act 2014](#);
- [Statutory framework for the early years foundation stage \(2017\)](#); and
- NASEN SEN Support and The Graduated Approach (2014).

NASEN (National Association for Special Educational Needs) is a charitable membership organisation that supports all education practitioners, by providing relevant Continuing Professional Development and Learning (CPDL). NASEN provides resources, advice and information to enable staff to meet the needs of all pupils including pupils with learning differences.

This policy should be read in conjunction with the School's Admissions Policy, the Accessibility Policy and the Teaching and Learning Policy.

4. ROLES AND RESPONSIBILITIES

Appendix A contains the names and roles of key members of staff.

Governing Body

The School's governing body is responsible for determining school policy and provision for pupils with SEND.

Lead SENDCo

In the context of the School's Skills and Strategies Team, the Lead SENDCo is responsible for:

- the summative assessment of all pupils, including standardised testing;
- tracking the academic attainment and progress of all pupils;
- guiding recommendations for senior school choices for all pupils;
- developing and determining the strategic development of the SEND Policy and provision in the school, together with support from the SLT and with strategic oversight from the governing body;
- the day-to-day operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care (EHC) Plans;
- ensuring that all staff understand their responsibilities to children with SEND and the School's approach to identifying and supporting SEND;
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review;
- monitoring and leading relevant SEND CPD for all staff;
- overseeing the records of all children with SEND and ensuring they are up to date;
- liaising with the parents/carers of children with SEND, and ensuring parental insights are considered by the School to support their child's SEND;
- liaising with external professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, health and social care professionals where necessary including liaising internally with the school nurses and school counsellor;
- liaising with potential next providers of education as appropriate to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- monitoring the impact of interventions provided for pupils with SEND;
- leading on the development of high quality SEND provision as an integral part of the school improvement plan;

- working with the Head Master and the School Governors to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and
- managing the Skills and Strategies Team.

Skills and Strategies Team

The Skills and Strategies Team members are responsible for:

- the organisation, deployment and delivery of SEND provision across the School;
- creating and managing a caring, supportive, purposeful and stimulating environment, which is conducive to children's learning;
- the planning, preparation and delivery of high quality, appropriate, differentiated support across the curriculum;
- working with the SENDCo on early identification of SEND;
- assessing, recording and reporting on the development, progress and attainment of pupils;
- liaising with parents of pupils with SEND;
- being a point of contact with external agencies, in conjunction with the SENDCo; and
- liaising with other schools, Educational Psychologists, Occupational Therapists, Speech and Language Therapists, health and social care professionals where necessary including liaising internally with the school nurses and school counsellor, in conjunction with the SENDCo.

All Teaching and Non-Teaching Staff

All teachers are responsible for:

- Helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this Policy so that the School can identify, assess and make provision for pupils with SEND;
- Engaging with CPD to improve their knowledge of SEND and to improve their understanding of strategies to identify and support pupils with SEND;
- Providing high quality teaching and differentiated support for individual pupils. This will be supported by the Deputy Head (Teaching and Learning) and monitored through the School's Professional Development system; and
- Setting suitable learning challenges and facilitating effective special educational provision in response to each pupils' diverse needs in order to remove potential barriers to learning. This process includes working with the SENDCo and Skills and Strategies team. Together, they

will carry out a clear analysis of the pupil's needs, whilst drawing on the teacher's assessment and the experience, progress and attainment of the pupil.

5. IDENTIFICATION OF SEND

The School's curriculum, plan, and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress.

We first assess each pupil's current skills and levels of attainment on entry to the School, which will build on previous settings and Key Stages where appropriate. Class teachers will continue to make regular assessments of progress for all pupils to help monitor whether children are making expected progress and identify those whose progress:

- is significantly lower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress; and/or
- fails to close the attainment gap between the child and their peers or ability.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the School will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed.

If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place, taking into account any advice from specialists. It is our aim that the School and parents work together and it is acknowledged that a strong relationship between families and the School can lead to better outcomes for the child. Parents will therefore be consulted and kept informed of any action taken to help their child, and of the outcome of this action. This will enable school to determine the level of support required and whether we can reasonably provide this, or whether something different or additional is needed.

At Dulwich Prep London, we value the voice of our pupils and so it is important for us to hear the child's opinions about their perceived strengths and difficulties. Due weight will be given to pupils' wishes according to their age, maturity and capability. We intend that all SEND provision is an enjoyable and supportive addition to each child's education and so hope to tailor it to the pupil's wishes, as much as reasonably and practicably possible.

Staff receive training to help identify where a child may have an underlying support need. This will assist staff in the identification process and drawing up of tailored provision for the individual child. It is important to note, however, that School staff are unable to diagnose a learning difficulty. Where

there are concerns that a pupil may have an underlying learning support need, the School may request parents obtain a formal assessment of their child (such as by an Educational Psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Early Years

Whilst much of the above will also be applicable to our pupils in Nursery and Reception, we also acknowledge that there will be less data and assessment material for these younger children. To help ensure early identification of SEND, the SENDCo will work closely with staff in order to establish regular and timely observations of children for which there are concerns.

6. MEETING THE NEEDS OF PUPILS WITH SEND

Where a pupil is identified as having SEND, to enable the pupil to participate, learn and make progress, the Skills and Strategies Team will take action to:

- remove barriers to learning;
- put special educational provision in place;
- where necessary, work with parents to make referrals to external professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists;
- give due regard and consideration to any recommendations from external professionals regarding support and adjustments for the pupil concerned, and how these may be effectively implemented;
- ensure relevant information from external reports is shared with appropriate members of staff; and
- enable all appropriate members of staff to follow the advice of external professionals and understand the school's planned targets of support, including the implementation of any recommended strategies.

Quality First Teaching

The SEND Code of Practice (2015) states that “*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people*”. Therefore, all of the teachers across Dulwich Prep London will monitor the progress of their pupils and implement differentiation where appropriate. In some cases, minor strategies will meet the child's needs without the need for intervention from the SENDCo or Skills and Strategies team.

The Graduated Approach

Arrangements for SEND provision and support are made through the School's graduated approach to SEND support: Assess, Plan, Do, Review (DfE, DoH, 2015).

If a teacher has already applied Quality First Teaching and still has a concern about a pupil, the teacher will refer the pupil to the SENDCo and the School's graduated approach will be introduced as follows:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. The School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the teacher and the SENDCo will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded and tracked by the SENDCo. During the Plan stage, parents will be invited to meet with the Skills and Strategies Coordinator to discuss and agree to a plan. Parents will be asked to sign a letter to confirm their understanding of the plan.
- **Do:** Teachers will work closely with the SENDCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed regularly, with the planning process set out above repeated. Teachers, working with the SENDCo will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide upon any changes to the support in consultation with parents (and the pupil if appropriate).

The School recognises that some pupils with a special educational need may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

The School's SEND provision currently includes in-class differentiation, individualised resources, learning support (in and out of class), additional specialist teaching, additional one-to-one lessons and group interventions. The School's SEND provision is informed by the SENDCo.

The majority of the costs relating to the provision of SEND support provided by the School are met by the fees.

There may be occasions when additional support or provision is required beyond that which the School can reasonably provide: in accordance with clause 4(b) of the Contract for Educational

Services between the School and the parents, additional charges incurred by the School in providing for the special educational needs of a child may be charged as supplemental to the fees.

Where an assessment of a child's needs is required by the School, the School will recommend an external agency to support the family and the agency will bill the family directly.

In relation to pupils with an EHC Plan, please also refer to the "Pupils with an Education Health Care Plan" section below.

The SEND Register and Support Plans

Pupils who receive support from the School's Skills and Strategies Team may, at the discretion of the SENDCo, be placed on the SEND Register. Placement onto the SEND Register is not permanent and is reviewed by the SENDCo termly. If the decision is made to remove a pupil from the SEND Register, parents will be formally notified. A pupil may, at the discretion of the SENDCo, have a support plan but not be placed on the SEND Register.

The School will record the progress of and any support for pupils with SEND or where they have an EHC Plan. This will be recorded by way of a support plan. This is drawn up in consultation with the pupil's teacher, the SENDCo, the pupil (where appropriate) and their parents. The support plan contains key information such as:

- potential, progress and attainment levels;
- outcome sought;
- teaching strategies;
- the additional or different provision of support in place;
- involvement of any specialists or professionals;
- information the pupil's parents (or the pupil, where appropriate) would like shared, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them; and
- the date the support plan was drawn up and date for review.

The support plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCo. The pupil (subject to their age and understanding), together with their parents and teachers, review their support plan regularly and the child is encouraged to be involved in this process.

When it is decided that a support plan is needed, a meeting will be arranged with parents to agree the targets. A review will be held at least three times across each academic year with the Section Coordinator of Skills and Strategies, the parents and potentially other representatives of the teaching

staff. It will then be decided whether the initial wave of provision is sufficient to enable progress. This decision will be informed by the SENDCo, with the support of external professionals as appropriate. If the pupil has made the expected progress, it will be discussed whether the provision stops or is adjusted. If the pupil still requires support, the pupil will remain on the SEND Register or, if not already on the SEND Register, it will be discussed whether they should be placed on the SEND Register. All teachers continue to be primarily responsible for the pupils in their class who are on the SEND register.

Early Years Provision

The School monitors the progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEND provision in the EYFS provision is detailed in Appendix A. The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Diagnosis and Reports from External Professionals

If parents proceed with an assessment from an external professional, such as an Educational Psychology, Occupational Therapist or a Speech and Language Therapist, it will be the responsibility of the parent to liaise with the professional and begin proceedings externally. The School will participate in any assessment as requested. Once an assessment has been conducted, or in some cases a specific special educational need has been diagnosed, parents will be expected to share the reports with the School. Relevant information from the report will then be shared with the relevant members of staff to ensure effective implementation of any of the recommendations of the report. Reports shall be stored securely on the School's internal systems in accordance with the School's Data Protection Policy.

7. CONCERNS, COMMUNICATION AND ESCALATION

The School will listen to any concerns expressed by parents about their child's development and to any concerns raised by children themselves. Parents should notify the teacher or SENDCo if their child's progress or behaviour begins to give cause for concern.

Where a parent has any questions about their child's SEND provision, in the first instance they should contact the member of the Skills and Strategies Team who is working closely with their child. If necessary, the SEND team member will escalate the matter internally as appropriate.

8. FURTHER ASPECTS RELATING TO SEND PROVISION

Withdrawal

Where a child's SEND is identified, or develops, after the child has started at the School, we will endeavour to continue to support the child. Where, after all reasonable adjustments have been made or considered, we feel unable to accommodate the child and meet their needs, we may require parents to withdraw their child (in accordance with clause 8(h) of the Contract for Educational Services between the School and the parents). By way of example, we may not have the appropriate

resources and facilities to provide the child with the support they require; and may not consider it to be in the best interests of the child and of the School community for the pupil to remain at the School. In such circumstances, we will endeavour to support parents in finding alternative arrangements. Fees in lieu of notice will also not be chargeable.

Pupils with an Education and Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School will cooperate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be found on the School's website. This sets out the School's plan to:

- increase the extent to which pupils with disabilities can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to pupils with disabilities of information which is readily accessible to pupils who do not have disabilities.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Behaviour

and Anti-bullying Policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that pupils with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND, but where there are concerns an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. For further information about behaviour management at Dulwich Prep London, please refer to our Behaviour Policy.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's learning needs or disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Entitlements to additional time and/or support in internal and external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete internal or external assessments. Parents should speak with the SENDCo with regard to any application for additional support as soon as reasonably practicable.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of pupils with SEND.

Appendix A – Key Contacts in the Skills and Strategies Team

SLT/ Lead SENDCo

Mr Sasanka Velagapudi BA(Hons), PGCE, PGdip Specialist Teaching, NASENCO

s.velagapudi@dulwichpreplondon.org

Skills and Strategies Coordinators

Mrs Elspeth Reeves- Coordinator for Skills & Strategies for Early Years, Pre-Prep and Year 3.
Level 3 diploma Early Years Practice, OCN Level 3 Dyslexia, Level 3 Speech and Language Support for 3-5s, Level 2 Understanding Autism

Mr Neil Smith- Coordinator for Skills & Strategies for Years 4-8
BA (Hons), QTS, Level 2 Understanding Autism

Specialists

Mrs Lucia Gabriele BA(Hons), PGCE, BDA OCN Level 3 Dyslexia, Level 2 Understanding Autism

Mrs Rosie Owen BA (Hons), PGCE, BDA OCN Level 3 Dyslexia, Level 2 Understanding Autism

Mrs Maria Bloudnichtcheva-BA (Hons) QTS, OCR Level 7 Cert Dyslexia, Level 2 Understanding Autism

Mrs Sarah Stearns BA (Hons), ICR level 5 Cert Dyslexia, Level 2 Understanding Autism

Miss Lucy Otway MA, PGCE, Dip (SPLD), Level 2 Understanding Autism

Miss Elettra Carini, BA (Hons), Level 3 Speech and Language Support for Under 5's, Trauma Informed School (TISUK) Practitioner, SFEDI Award in Personal Performance Coaching

Ms Natalie Luketina, BA (Hons), PGDip in Secondary Teaching