Tas Valley Church Schools Federation

SEND Information Report

Formally adopted by the Governing Board of:	Tas Valley Federation
Date:	December 2025
Chair of Governors:	Diane Perry-Yates
Last updated:	December 2025

Contents

Aims	**Page 4**
Our Vision: Living Life to the Full	Page 5
Our School's Approach to Supporting Pupils With SEND	Page 6
Catering for Different Kinds of SEND	Page 7
Key Staff	Page 9
Securing and Deploying Expertise	Page 10
Identifying and Assessing Pupils With SEND	Page 13
Consulting With Pupils and Parents	Page 14
Involving Key Stakeholders	Page 15
Progressing Towards Outcomes	Page 15
Transition Support	Page 16
Teaching Approach	Page 17
Adaptations to the Curriculum	Page 18
Adaptations to the Learning Environment	Page 18
SEND Support Strategies	Page 19
How accessible is our building?	Page 20
Equipment and facilities	Page 20
Inclusivity in Activities	Page 21
Supporting Emotional and Social Development	Page 23
Mental Health Support	Page 24
Emotional Wellbeing	Page 24
Behaviour and Safety	Page 24
Online Safety	Page 25

Sexual Violence and Harassment	Page 26
Evaluating Effectiveness	Page 27
Complaints	Page 27
Spending the Budget	Page 28
Norfolk Local Offer for SEND	Page 29
Additional support available to Parents/Carers	Page 30
Glossary	Page 31

Aims

We aim to:

- To support children with Special Educational Needs and/or Disabilities (SEND) at **Preston Primary School** and enable **full access to education**.
- To place children at **the centre of our planning** and involve them and their families in discussions about the support they need.
- To work with **external professionals** to ensure the best provision is available for all individuals

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND.
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Coordinators (SENCOs) and the SEND Information Report.

Our Vision: Living Life to the Full

Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potential, both now and in the future.

This means that:

- We will offer a welcoming and inclusive church school community, where every individual feels valued and respectful relationships are promoted through our 3 school rules: be kind and respectful; be safe; be the best you can be.

- We will provide a rich, creative and inspiring curriculum, which promotes high academic standards and encourages individuals to ask and answer questions.

- We value our connection to our environment and promote an ethos of stewardship.

- We will uphold Christian values and take a responsive approach to meeting children's needs so that every individual will develop empathy and understanding for others and value opportunities for personal reflection and spiritual growth.

- We will ensure that children have a strong identity within their local, national and global communities, and that they understand the power of learning and working collaboratively.

Our school's approach to supporting pupils with SEND

High-Quality Teaching for All

Every teacher is responsible for meeting the needs of all pupils. Lessons are carefully planned and adapted so that children with SEND can access learning alongside their peers.

A Graduated Approach

We follow a clear cycle to make sure support is effective:

Assess – Understand the child's needs.

Plan – Agree on strategies and support.

Do – Put the plan into action.

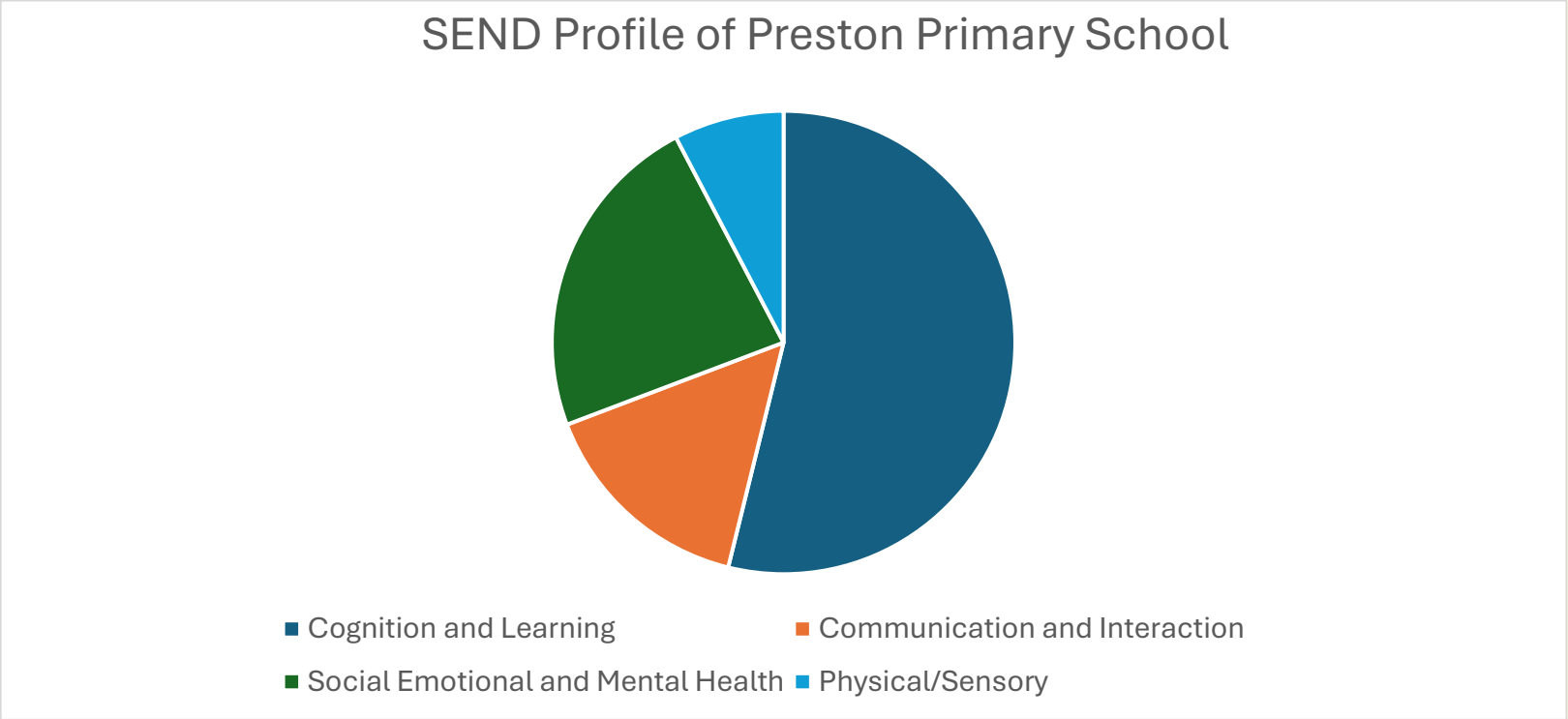
Review – Check what's working and adjust if needed.

This approach underpins everything we do, ensuring that provision is tailored and responsive.

Catering for different kinds of SEND

There are **4 broad areas of need** identified within the **SEND Code of Practice**:

The table below shows the **SEND profile of our school**. Please note that this table on shows the primary need of the children on the SEND register. Many of our children have more than one area of need.



Profile of Preston Primary School	School %	Norfolk %	National %
Pupils on SEND Register	**15.25%**	**14.6%**	**13.8%**
Pupils with an EHCP	**1.9%**	**4.3%**	**4.8%**

Key staff

	Name of staff member	Role	Contact Details
	Matt Walker	Executive Headteacher DSL	head@tasvalley.org.uk 01508 470454
	Zoe Ladbrooke Working Days: Monday, Tuesday and Wednesday	SENCO	senco@tasvalley.org.uk 01508 470454
	Anne Fry	SEND Governor	officepreston@tasvalley.org.uk 01508 470454
	Freya McLaughlin	Mental Health Lead	officepreston@tasvalley.org.uk 01508 470454

Class teachers can be contacted via the School Office: **01508 470454** or officepreston@tasvalley.org.uk

Securing and Deploying Expertise

The SENCO has responsibility for the day-to-day operation of this SEND policy and the co-ordination of the provision made to support individual pupils with SEND. The SENCO provides guidance to teachers and teaching assistants and acts as the main contact for external agencies, especially the local authority and its support services. The SENCO ensures that all SEND records, including pupil specific plans called **By Your Side Guides**, are kept up to date; the SENCO works with the Executive Headteacher to produce a **graduated provision map.** This is submitted to the Local Authority, along with other required documents, e.g. IPSEF and INDES.

Class teachers are responsible for the progress and development of every pupil in their class. They build in the interventions and advice stated in child specific **Education Health Care Plans** and maintain records of this support for children in their class. They write and review **By Your Side Guides**. Teachers work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Across the federation, **teaching assistants** are deployed to each classroom to support with the learning of all pupils, including those on the SEND register. Most of the learning takes place in the classroom within mixed-ability groupings. Sometimes, individual and group interventions are delivered which require the children to be taught outside the main classroom. These interventions are usually delivered by the class teaching assistant, unless the intervention requires specialist training (e.g. Thrive, ELSA, DESTY).

Recent training

Training	**Purpose**
NPQ SEND	SENCO
South Norfolk ZIP Meetings	SENCO and Executive Headteacher
NCC Safeguarding Training	Whole Staff (annual training)
DSL Training, EHAP training and Multi-Agency Training `	DSLs
Thrive Training	Thrive Practitioner
ELSA Training and Supervision	ELSA Teaching Assistants
IPSEF Peer Review	SENCO and Executive Headteacher
Bystander Training	Whole Staff
Making sense of Autism	Whole Staff
DESTY	DESTY Teaching Assistant
Sensory Circuits	Teaching assistants
Dealing with high level disruption in a mainstream classroom	Whole Staff
Harmful Sexual Behaviour Team training	Whole Staff
Step on Lead Professional Training	SLT
Norfolk Step On Training	Whole Staff
Sensory Based Behaviours	Teacher
Supporting Children's Anxiety	Whole Staff training delivered by Mental Health Support Team
Creating an Inclusive Universal Offer	SLT project

Training	**Purpose**
P-Levels, Neurodiversity and Engagement Model	SENCO
Step On Lead Professional Refresher	SLT
The Effective Use of Teaching Assistants for SEND	SENCO

Identifying and assessing pupils with SEND

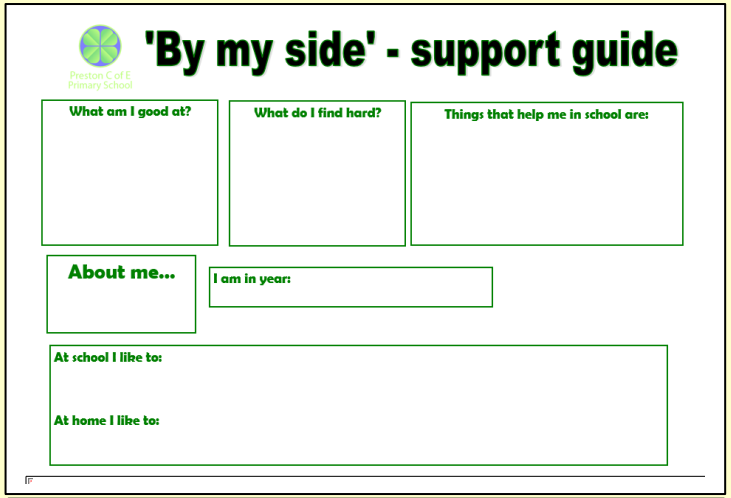
An individual has SEND if they have a learning difficulty or disability which requires special provision to be made for them to help them to access the curriculum. This provision would be different from, or additional to, that for others in the class.

Within our Federation, children are identified as having SEND through various means:

- **Discussion with feeder nurseries or schools**.
- **Formal assessments** (including statutory assessments and those within the Early Years Foundation Stage) which are made at least termly and used to track progress.
- **Informal assessments** which take place daily within the classroom.
- **Discussion between staff and parents**. This might include both staff and parents raising concerns about academic progress or personal, social or emotional development. This might also include observations of physical or sensory difficulties or patterns of behaviour. This may also include concerns that a child is not fulfilling their true potential.
- **Discussion with external agencies**, including reports from other professionals including paediatricians.

An **EHC Assessment** should be considered if, despite SEN support and interventions, the child has not made expected progress or only made progress due to intensive support beyond what is typically provided. This can be requested by the parent/carer or the school.

Consulting with pupils and parents


'By my side' - support guide

What am I good at?

What do I find hard?

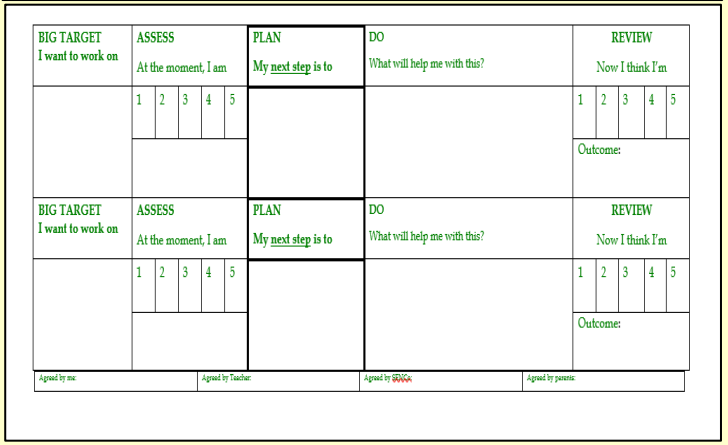
Things that help me in school are:

About me...

I am in year:

At school I like to:

At home I like to:



BIG TARGET I want to work on	ASSESS At the moment, I am	PLAN My next step is to	DO What will help me with this?	REVIEW Now I think I'm
	1 2 3 4 5			1 2 3 4 5 Outcome:
BIG TARGET I want to work on	ASSESS At the moment, I am	PLAN My next step is to	DO What will help me with this?	REVIEW Now I think I'm
	1 2 3 4 5			1 2 3 4 5 Outcome:

Agreed by me | Agreed by Teacher | Agreed by SENCO | Agreed by parents

The Class Teacher is responsible for drafting each child's individual **By Your Side Guide**. The teacher will then talk to the child about their By Your Side Guide to gain their views and input. **Parents** are then invited to meet with the teacher to discuss the By Your Side Guide. Their views are noted on the document. **The child** is encouraged to take ownership of the By Your Side Guide by adding information about their likes and strengths.

All adults working with the child (class teacher, teaching assistant, external agencies) will be aware of the targets and report back to class teacher. The By Your Side Guide is a working document which can be accessed by staff and pupils.

Targets within the By Your Side Guides are reviewed termly and the cycle is repeated.

Parents are offered at least two **parent/teacher consultations** each year as part of our universal offer. Parent/teacher meetings will detail where the child sits within the national average and the child's individual progress. **Annual school reports** of attainment and progress give information about each child's attainment in relation to their individual targets within their By Your Side Guides, as well as comparison with the national average and about the child's individual progress.

Parents/Carers of SEND pupils are invited to **regular coffee mornings**. These provide opportunities for discussion and signposting to support.

Staff regularly seek the **wishes and feelings** of those children they work with and ensure these are known to parents and other colleagues.

Key staff, including SENCO and class teachers, are always available. Parents are welcome to approach them directly or to make an appointment via the school office.

Involving key stakeholders

When it is felt that a child's needs should be externally assessed, **external professional support** may be accessed if parental consent is granted.

An **INDES** form will be completed for all pupils on the SEND register. This will be completed collaboratively by the SENCO, Class Teacher and members of the SLT. Once submitted to the **SEND and Inclusion Team**, this information may be used by the Local Authority to consider the school's funding allocation for the school.

Governors consider general reports on special educational needs but do not receive details of individual cases. They are also involved through consideration of personnel, finance and standards reports.

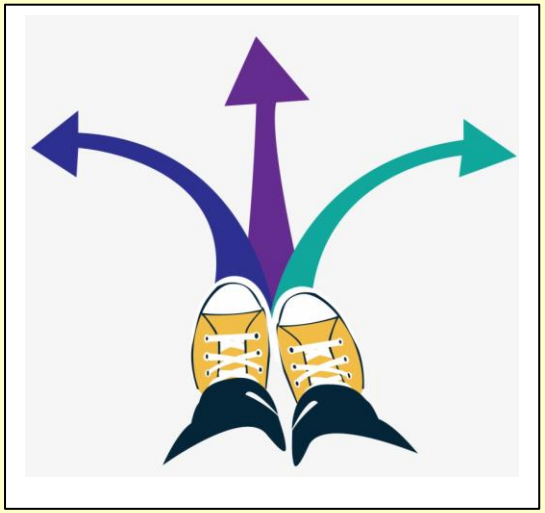
Progressing towards outcomes

Targets within the **By Your Side Guides** are **reviewed termly**. Assessment can take a variety of forms:

- **Informal assessments** which take place daily within the classroom.
- **Formal assessments** (including statutory assessments) which are made at least termly and used to track progress.

Using our internal assessment data and tools such as the **IDSR**, Senior Leaders monitor the progress and attainment of pupils with SEND to make comparisons locally and nationally. This includes monitoring that our SEND pupils make progress in line with pupils who do not have SEND.

Transition support



Whether joining or leaving our school, the child's wishes are fully considered in the transition process.

When SEND pupils join our school, the SENCO will **contact key staff from the feeder school** (e.g. class teacher, SENCO) to find out about the child's learning journey and SEND profile. This means that interventions can be put into place to ensure a smooth transition.

Key staff will arrange a **meeting with the new pupil and their parents/carers**; this will include a tour of the school site, and opportunities to meet key staff and to ask any questions.

Transitions are carefully planned to support the child's independence and ultimate success. This can include further visits, taster sessions, or other planned adjustments.

When pupils leave our setting, the SENCO will contact key staff from the new setting to provide a smooth handover. We have long-established transition arrangements with our feeder high schools, which include **enhanced and bespoke arrangements for pupils with SEND**. For our feeder high school **Long Stratton High School**, all pupils, regardless of SEND, are invited to a taster day in Year 5 and to 2 transition days in Year 6. Key staff from the High Schools, e.g. SENCO and Head of Year 7, visit our Year 6 children to provide information and answer questions from the children. We take opportunities to visit the high schools for enrichment events, e.g. PE/Sports festivals, so that are children develop a familiarity with the site. All these events are fully inclusive.

Teaching approach

We follow a clear cycle to make sure support is effective:

- **Assess** – Understand the child's needs.
- **Plan** – Agree on strategies and support.
- **Do** – Put the plan into action.
- **Review** – Check what's working and adjust if needed.

This approach underpins everything we do, ensuring that provision is tailored and responsive.

Quality First Teaching is our main priority; we aim for all children to be fully included in class work with appropriate modifications made to accommodate this. Pupils are taught in **mixed-ability groupings**. Modifications are made in terms of resources and equipment; learning materials; level of objectives; explanations of tasks; expectations of length of focus or amount of work produced; individual or small group support, etc.

In every class, **transitions** are supported using visual timetables. Some pupils require additional transition times and benefit from strategies such as brain breaks or physical activity through movement breaks.

The school seeks to ensure that pupils are appropriately supported during statutory assessments, using a range of strategies, including where appropriate, applications for additional times and modified access arrangements.

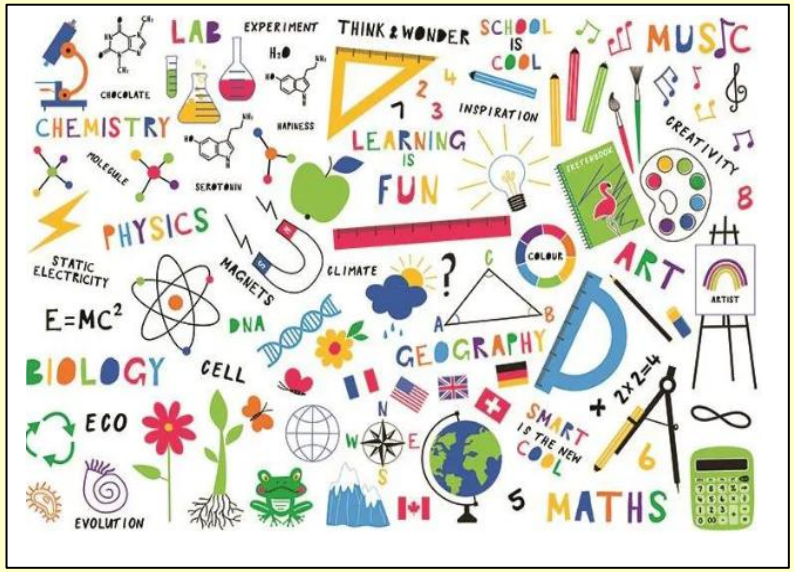
Adaptations to the curriculum

When designing our **Federation curriculum**, staff have considered reasonable adjustments for pupils with SEND in every curriculum area. Strategies include:

- **Differentiated Teaching**: adjust tasks by simplifying language and breaking instructions into steps.
- **Flexible Grouping**: use small groups or 1:1 support for targeted interventions.
- **Alternative Ways to Show Learning**: allow pupils to respond through drawings, oral answers, or technology.
- **Pre-teaching and Overlearning**: introduce key vocabulary and revisit regularly.
- **Use of Scaffolds**: provide sentence starters, word banks, structured templates, pictorial widgets (if appropriate).

Adaptations to the Learning Environment

- **Sensory-Friendly Spaces**: Create calm areas for pupils who need breaks or reduced stimulation.
- **Accessible Layout**: ensure clear pathways and appropriate furniture height.
- **Visual Supports**: use timetables, now-and-next boards, and pictorial instructions.
- **Assistive Technology**: provide laptops, speech-to-text tools, or communication devices.
- **Acoustic and Lighting Adjustments**: reduce background noise and avoid harsh lighting.



SEND Support Strategies

The following strategies are available across our Federation:

Area	Strategies / Interventions
Emotional & Behavioural	Norfolk Step On, Zones of Regulation, Thrive, DESTY, ELSA, Mental Health Support Team, Mental Health Champion
Sensory & Physical	Sensory Circuits, Autism and Dyslexia friendly classrooms, Developmental Trauma & Sensory Attachment
Speech & Language	NELI (Speech and Language), ELKLAN, Speech and Language interventions, Teacher of the Deaf
Social & Communication	Understanding Autism, LEGO Therapy, Schools and Community Team
Academic Support	Numicon, Little Wandle Rapid Catch-up
External Support	Educational Psychology Support, Specialist Learning Teachers, SEND and Inclusion Team
Wellbeing & Other	Bereavement support, Outdoor Learning

How accessible is our building?

- The building is on one level and **wheelchair friendly**.
- There is a fully accessible **disabled toilet**.
- There is a **shower**.
- The school has access to **Local Authority support** for communicating with parents whose first language is not English.
- A **disabled parking** bay is available.
- The **Accessibility Plan and Single Equality Policy** is available via the school website.

Equipment and facilities

Our Federation works closely with **external professionals**, including occupational therapists, physiotherapists, and specialist teachers, to identify the equipment needed to support individual pupils.

Requests for specialist resources are made through consultation with families and the Local Authority, ensuring that provision aligns with Education, Health and Care Plans (EHCPs) where applicable.

Equipment such as sensory tools, assistive technology, and adapted furniture is sourced through approved suppliers or loan schemes.

Staff receive **training** to use these resources effectively, ensuring they are integrated into daily learning and tailored to each child's needs.

Inclusivity in activities

We believe every child should join in and feel part of our school community. We are an inclusive school and endeavour to ensure that all children have access to the whole curriculum. We aim to ensure that all children take part in a full range of activities, including school trips. Here's how we make it happen.

Inclusive Planning

- Design activities that allow multiple ways to join in (e.g., group work, hands-on tasks, creative roles).
- We monitor participation in extra-curricular activities to ensure that there is equal access. Risk assessments are completed to ensure the correct level of support is in place. We meet parents/carers to discuss the best options for inclusion.

Adaptations and Support

- Provide visual instructions, simplified language, and clear routines.
- Offer adult or peer support during activities without isolating the child.
- Use assistive technology or adapted resources (e.g., larger print, dyslexia friendly fonts, tactile materials).
- Use of other aids such as wobble cushions, pencil grips and seating wedges.

Flexible Grouping

- Mix pupils in small, supportive groups so everyone has a role.
- Encourage peer buddies to promote social interaction and confidence.

Physical and Sensory Access

- Ensure spaces are physically accessible (clear pathways, suitable seating).
- Provide quiet zones or sensory breaks for pupils who need them.

Celebrating Strengths

- Assign roles that match pupils' strengths (e.g., leading a game, managing equipment).
- Recognise effort and achievement publicly to build confidence.

Supporting emotional and social development

Our Federation values every child as an individual and fosters an inclusive, family-focused environment where **all pupils can thrive**. Each year group has a representative on our **School Council** to ensure every child's voice is heard.

Staff understand the unique safeguarding needs of pupils with SEND and monitor their confidence, self-esteem, and wellbeing closely.

Mental Health Support

- We work with **external professionals** or agencies if a child's mental health requires additional help.
- **Our dedicated Mental Health Lead, Freya McLaughlin**, has completed Senior Mental Health Lead training.
- We maintain strong links with the **Mental Health Support Team** and **School and Community Team**.

Emotional Wellbeing

- Our **PSHE and RSE curriculum** is robust and promotes key life values interwoven throughout the curriculum.
- Our **Christian vision** encourages every child to be the best they can be.
- Children have access to **ELSA and Thrive for emotional literacy** and mindfulness opportunities.
- We are planning to introduce a **school dog** to promote positive mental health.
- We organise an annual **Spring Wellbeing Fair** to promote positive mental health.

Behaviour and Safety

- Support staff provide **high-quality pastoral care**, and our culture of information sharing is well established.
- Staff are trained in **First Aid and medicine administration**. There is a **First Aid Policy** and **Supporting Pupils with Medical Needs Policy** in place. Staff have completed **Norfolk Step On training**.
- Our clear **Behaviour Policy**, shared with parents and pupils, helps maintain a calm and respectful atmosphere across the school. An **Anti-Bullying Policy** is in place. Incidents of bullying are rare; pupils are well informed about bullying and understand what appropriate action to take if they have any concerns

Online safety

Pupils with SEND may face increased vulnerability online due to difficulties with communication, social understanding, and decision-making. These challenges can make them more susceptible to **online bullying**, **grooming**, and **radicalisation**, as they may struggle to recognise unsafe situations or interpret social cues. Some pupils may also have limited awareness of privacy and personal boundaries, increasing the risk of sharing sensitive information.

How We Support Pupils with SEND to Stay Safe Online:

- **Explicit Teaching of Online Safety**: Use visual aids, social stories, and simplified language to explain risks and safe behaviours.
- **Regular Reinforcement**: Embed online safety messages in PSHE, computing lessons, and SEND interventions.
- **Parental Engagement**: Provide guidance and resources for families to monitor and support safe online use at home.
- **Specialist Resources**: Use tools like *Zones of Regulation* to help pupils manage emotions linked to online interactions.
- **Supervised Access**: Ensure appropriate filtering and monitoring systems are in place for school devices.
- **Individual By Your Side Guides**: Include online safety strategies in EHCPs or SEND support plans where relevant.
- **Collaboration with External Agencies**: Work with the Local Authority, safeguarding teams, and organisations like CEOP for training and advice.

A **Computing and E-Safety Policy (including Acceptable Use Policy)** is in place. Further **Safeguarding information**, including policy documentation, is available on the school website.

Sexual violence and harassment

Pupils with SEND may be more vulnerable to **sexual violence and harassment**, including peer-on-peer incidents, due to challenges with communication, social understanding, and self-advocacy. They may struggle to recognise inappropriate behaviour, report concerns, or understand consent. Some pupils may also have reduced awareness of personal boundaries or experience difficulties interpreting social cues, increasing risk.

Procedures in Place to Address These Risks:

- **Robust Safeguarding Policy:** Includes specific guidance on peer-on-peer abuse and SEND vulnerabilities.
- **Staff Training:** All staff receive training on recognising signs of sexual harassment and supporting pupils with SEND.
- **Clear Reporting Systems:** Accessible reporting routes for pupils.
- **Curriculum Adaptations:** Tailored PSHE and RSE lessons using simplified language, visuals, and social stories to teach consent and respectful relationships.
- **Individual Risk Assessments:** For pupils with complex needs or vulnerabilities.
- **Close Supervision and Safe Spaces:** Increased adult presence in high-risk areas and provision of safe spaces for pupils.
- **Multi-Agency Support:** Work with social care and specialist services when concerns arise.
- **Support for Victims:** Emotional and therapeutic support, adjustments to routines, and restorative approaches where appropriate.

Evaluating effectiveness

How we evaluate our SEND provision	**Purpose**
Regular Monitoring of Individual Progress	Track academic and social development against targets and EHCP outcomes.
Pupil Voice	Gather feedback from pupils using adapted tools to understand their experience.
Parent/Carer Feedback	Ensure families feel involved and informed through meetings and surveys.
Staff Review	Evaluate interventions and classroom adaptations during SEND review meetings.
Impact of Interventions	Use measurable data to assess progress before and after interventions.
External Professional Input	Validate strategies through advice from specialists.
School-Level Analysis	Review SEND data termly and report to governors.
Continuous Improvement	Adjust provision based on findings to ensure strategies remain effective.

Handling complaints

Complaints about the school should be addressed to the Executive Headteacher. Complaints about the Executive Headteacher should be addressed to the Chair of Governors. Our **Complaints Procedure** is available via the school website.

Spending the budget

The SEND allocation for Preston Primary is **£117,809**. Further information is on **Norfolk Schools' Budget Share Tracker**.

The Executive Headteacher is responsible for the SEND budget, which is allocated for resources, training and support based on information from the SENCO.

Category	***Explanation***
Staffing Costs	Salaries for staff delivering SEND support and interventions.
Subscriptions to Resources	Online platforms and tools to support pupils with SEND.
Staff Training	Professional development to enhance SEND knowledge and practice.
External Professionals	Services such as Dyslexia Outreach and specialist teachers.
Purchase of Dyslexia-Friendly Resources	Books, overlays, and classroom tools.
ELSA and Thrive Resources	Materials to support emotional literacy and wellbeing.
ELSA Supervision	Costs for supervision sessions for ELSA practitioners.
SEND Interventions (External)	Specialist programs delivered by external providers.
Sensory and Physical Resources	Equipment to support sensory regulation and physical needs.
General SEND Resources	Additional learning aids and classroom adaptations.

Norfolk Local Offer for SEND

The **Norfolk Local Offer for SEND** is a statutory requirement under the Children and Families Act 2014. It provides clear, accessible information about the support and services available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0–25 and their families in Norfolk.

Area of Support	**What's Available**
Education	Information about schools, specialist provisions, and learning support.
Health Services	Access to therapies, medical support, and mental health services.
Social Care	Support for families, respite care, and short breaks.
Preparing for Adulthood	Guidance on employment, training, and independent living.
Advice and Guidance	Links to SENDIASS, EHCP processes, and parent support groups.

Additional support available to Parents/Carers

Service	Brief Description	Contact Details
Just One Norfolk	Health advice and services for children and families.	www.justonenorfolk.nhs.uk 0300 300 0123
Speech and Language Therapy Service	Assessment and therapy for communication needs.	www.justonenorfolk.nhs.uk 0300 300 0123
Norfolk SENDIASS	Free, impartial advice and support for SEND families.	www.norfolksendiass.org.uk 01603 704070
SEND and Inclusion Helpline	Guidance on SEND processes and inclusion.	0333 313 7165
Mental Health Support Team	Emotional wellbeing and mental health support in schools.	www.justonenorfolk.nhs.uk 0300 300 0123
Early Childhood and Family Support Service	Support for early years and families.	www.norfolk.gov.uk/earlychildhood
Early Help	Support for families to prevent escalation of needs.	www.norfolk.gov.uk/earlyhelp

Glossary

Term	Description
By Your Side Guide	An individual plan for pupils with SEND. It outlines targets and interventions, shared with parent and child, and used to measure progress.
EHCP	**Educational Health Care Plan**: A legal document for ages 0–25 with SEND, detailing educational, health, and social care needs and required provision.
EPSS	**Educational Psychology and Specialist Support**: Provides psychological and specialist support to schools and pupils.
EYFS	**Early Years Foundation Stage**: Statutory framework for learning, development, and care for children from birth to age five.
INDES	**Identification of Needs Descriptors in Educational Settings**: Profiling form submitted to Local Authority to determine additional support or funding.
IPSEF	**Inclusion and Provision Self-Evaluation Framework**: Document for Norfolk schools to assess inclusion and provision for SEND.
PSHE	**Personal, Social, and Health Education**: Curriculum subject for health, wellbeing, and life skills.
RSHE	**Relationships and Sex Education**: Curriculum subject teaching relationships, sexual health, and safety.
SENCO	**Special Educational Needs Co-ordinator**: Responsible for overseeing provision for children with SEND in school.
DSL	**Designated Safeguarding Lead:** Responsible for overseeing Safeguarding and Child-Protection in school.