BOSKENWYN CP SCHOOL
SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT
OCTOBER 2026

Dear Parents and Carers,

Boskenwyn School's SEN Information Report is for you and your child. It gives lots of details about all things relating to special educational and additional needs, and Disability (SEND) at Boskenwyn School. This is what we aim to do:

- Encourage the participation of children and young people and their parents or carers, in decision making
- Focus on the early identification of children and young people's needs and early intervention to support them
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils
- Ensure that pupils with SEND have access to high-quality provision to meet their learning needs and other identified areas of need, removing barriers to learning and building resilience
- Endeavour to meet needs as set out in specialist reports and plans, including EHCP
- Ensure support for emotional wellbeing and social inclusion to increase sense of belonging
- Support pupils as they reach transition points in their education

The document is based on:

Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014

Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice

Section 69 of the Children and Families Act 2014

What is Special Educational Needs and Disability (SEND)?

Learners are considered to have SEN if:

- A learner has a significantly greater difficulty in learning than the majority of others of the same age
- Require provision different from or additional to that normally available to pupils of a similar age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or would do so if special educational provision was not made for them

Who can help me if I have concerns about my child's needs?

A discussion with your child's teacher in the first instance may resolve difficulties, and they are best placed to help as they will know your child well

Your teacher's email is their name eg ateacher@fbgschools.co.uk

A discussion with the Special Educational Needs Coordinator (SENCo) will be helpful if difficulties persist

The SENCo is Angie Larcombe, alarcombe@fbgschools.co.uk

She has been in the SENCo role for over ten years and previously was a class teacher, having taught all age groups across the Primary age range. She has undertaken further qualifications for the SENCo role, in addition to further training for aspects of SEND and is a Trauma Informed Practitioner

The Headteacher is Paula Blackburn, head@fbgschools.co.uk

The school phone number is 01326 572618

Additional Needs provided for at Boskenwyn

Needs are broadly considered in the following categories, but we recognise needs may be varied and complex, often falling into more than one designation of need:

Areas of need	Examples of need
Cognition and Learning Needs	Autism Spectrum Condition (ASD/ASC) Speech and language difficulties
Communication and Interaction Needs	Specific learning difficulties including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties
Social, Emotional and Mental Health Needs	Attention Deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD) Anxiety
Physical and Sensory Needs	Hearing impairments Visual impairment Multi-sensory impairment Physical Disabilities Medical needs

Further details of Boskenwyn School's SEN and additional provisions are detailed as part of our School Local Offer. This is published on our website and via Cornwall Council's Local Offer at www.cornwallfisdirectory.org.uk

This details our schools' SEN provisions for different levels of need:

- Universal, which is our school's approach for all
- Additional/targeted support and provision – for those who need a little extra
- Specialist, individualized support and provision

Support for Social, Emotional and Mental Health

Awareness of social and emotional aspects of all children's wellbeing is paramount, but especially important for children with special and additional needs and disability, as there may be increased vulnerability to harm. Such needs often make learning, socializing and being in a busy school environment more demanding than experienced by others of the same age, with potential increased impact on wellbeing.

Boskenwyn School is an inclusive school, where belonging is strongly felt, respect of others', and acceptance of difference are inherent to our relationships, where different needs are recognized and acknowledged, but normalized day to day. Our relational approaches support good levels of self-esteem, where different skills, talents and strengths are celebrated and barriers are approached with a 'can do' attitude and supported through flexible approaches.

If children need further support, we are able to draw on provisions to support wellbeing eg nurture slots in school, Drawing and Talking, and via support of the Mental Health practitioner team who are able to offer CBT based interventions. We can also refer to specialist services for more complex mental health needs eg CAMHs.

We also enjoy a weekly visit from Bracken, the therapy dog.

Anti-bullying measures

Bullying is always taken very seriously and teachers always endeavour to address any unkindness as it arises. Children with SEN may find it more difficult to identify others' behaviour as bullying, or may find it more difficult to seek help if they are unhappy at school or with 'friends'. Fortunately, teachers know their children well, and are often able to spot when something is wrong, children are given the opportunity to talk 1:1, a chance to explore their feelings and to say what they would like to happen in conjunction with parents/carers. Difficulty is often resolved with restorative outcomes, with emotionally available adults to support. Regular PSHE sessions, and the close relationships between children and supporting adults help to enhance school as a safe place, where voices are heard, and anything can be shared.

See our Anti-bullying policy

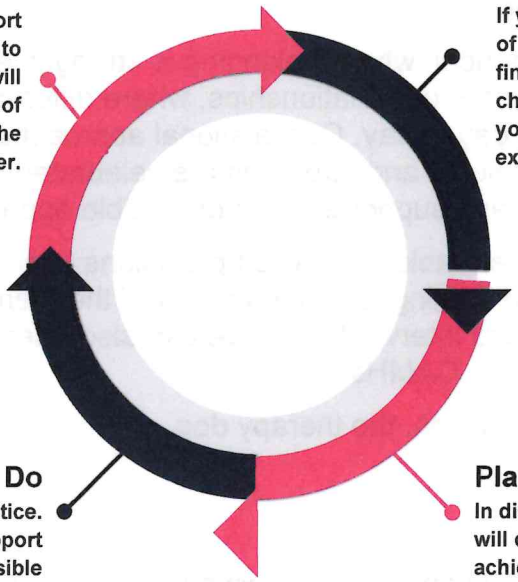
How we identify pupils with SEN and what happens next

Early identification of SEN and early intervention are the key to ongoing success for our pupils, so early discussions with pupil (if age appropriate) and parents/carers are important.

Our youngest children are assessed against age related milestones, and in key stage one and two, we assess children's progress against national and age-related expectations, as well as considering their individual rate of progress. Classroom staff will address identified gaps and needs and try different approaches to support initially. Observations and in-school assessments may be done to clarify needs and start to unpick the difficulty.

If difficulties persist, the class teacher will draw up a more formal plan, detailing needs and provisions on an 'Individual Provision Map', which will be reviewed at least termly to consider progress and next steps. This document will include the child's strengths, needs, outcomes and provision to meet those needs. Parent/carers and the child's views are integral to the process. This is the beginning of the Assess, Plan, Do, Review cycle – also known as the graduated approach

This is what happens when we **Assess, Plan, Do, Review**, in the **Graduated Approach**...



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**. An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

Who will support my child in class?

Our class teams are made up of teacher and teaching assistant/s. All teachers are teachers of children with SEND, with knowledge and experience of many different areas of need. Teaching assistants work in a supportive role in class, sometimes working with specific individuals or needs, and have training to support their role. Children are supported by the team, and all staff work flexibly in sharing responsibility to meet the individual needs within the class as a whole. Much of our additional needs support happens in the body of class, but occasionally, children may take part in an intervention in a smaller and quieter group outside of the classroom.

Children with SEND in Y6 may receive additional support for the Standard Testing (SATs), with extra time, a scribe or reader, as appropriate to the exam being undertaken. These are known as 'Access Arrangements'.

How will my child be involved in decisions about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide with parents, how much involvement a child is able to manage. A sense of agency can be very powerful, so we are keen children are encouraged

if possible, but conversely, as choice is important, it's fine if they wish an adult to advocate for them.

We may seek your child's views in the following ways:

- Informal chats with them
- Attend meetings to discuss their progress and outcomes
- They make give their voice through a variety of ways – by telling an adult, writing, drawing, video etc
- Conference with a trusted staff member, who will advocate for them
- Surveys

Pupil and parents/carer views

At Boskenwyn, relationships are key to our work with children and families, both in understanding needs well, and in working together to secure the best outcomes for the child. Regular daily teacher/parent contact, the Head's regular parent get togethers, SEN drop ins and surveys, to individual discussions and meetings with and for children and families build strong links. Communication and discussion, sharing of concerns and formulating plans together, provides a strong, holistic approach, which provides the best outcomes for your child.... we are always happy to have a chat!

What parents and others have said

I just wanted to say thank you - it has been such a joy to see XXXX excited about the school trip today. He didn't even go to his last two school trips, he was too anxious. He couldn't wait for this one.

... he told other kids yesterday that he has found out that he is autistic and many said 'me too', or 'I'm dyslexic, or 'I've got adhd'. I have no doubt that the affirmation he got from this was huge. I wish more of society were as neuro affirming.

[Boskneyn] have been wonderful and we remain indebted to the professionals who have continually gone above and beyond to support our son.

I am as always grateful to have your understanding and support

... words can't express how grateful we are: you changed our lives. You scoped A up, and we saw him go from a fearful sad boy who hated school to someone that does not want the summer holidays to start! We did not think this was possible. Thank you. Your flexibility, warmth and love have enabled him to thrive ...

I just wanted to tell you how much P has been enjoying these sessions.
He comes home talking about everything he has done and talks about his "Roll the Dice" friends.
Thanks so much for organising it.

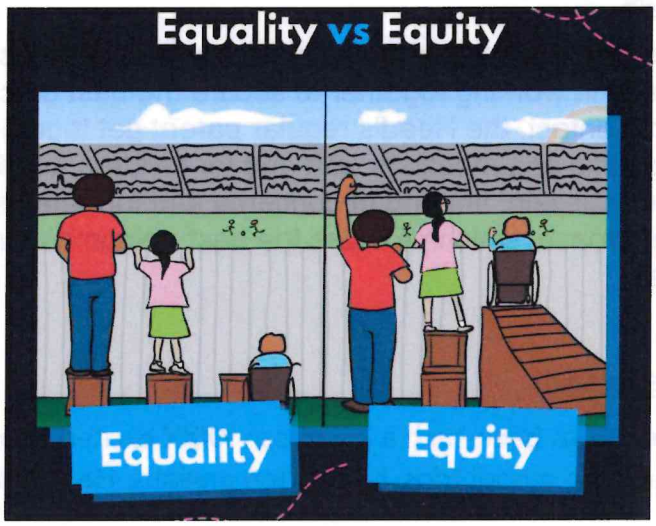
We feel much more positive now and honestly we are always so grateful to the school for all your help and support

Thanks for all you are doing for the family, both parents have shared how supportive you have all been in school (comment by family support worker)

Belonging, Inclusion and Equity

Belonging is all about feeling safe - psychologically safe. Inclusion is meeting needs to ensure all children feel belonging and can thrive. Striving to be inclusive necessarily means meeting children's needs so they feel safe, connected, accepted for who they are, feel understood and

valued. At Boskenwyn School, this is fostered through respectful relationships, supporting children to use their voice and be heard, support for all to take part, giving children choice and agency and learning both independently and collaboratively. Our broad and balanced curriculum and inquiry-based learning, with adaptation and support where needed, ensures individual needs are met, whilst embedding fairness of opportunity and fosters belonging through shared experiences. We are all different and this is something to be celebrated..... inclusion works when all children's needs are met with an equitable approach, and this is something we strive to do.



Enabling learners with physically disability

At Boskenwyn we endeavour to make our school, learning spaces and curriculum accessible to all. Our Accessibility Plan ensures we are planning for future needs to ensure inclusion for all. If adaptations are beyond what school can reasonably make, Cornwall Council support school to make adjustments to enable needs to be met, where possible. As a school we endeavour to be as adaptable and flexible as we can, in order to ensure no child, whatever their need, has a less favourable experience than any other without those needs.

Adaptation are varied, from disabled toilets, ramps, special furniture, class layout, contrasting backgrounds, writing slopes and other aids and supports. In accordance with the Equality Act (2010), we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage.

Please see our Equality Act policy and Accessibility plan

Teaching and Additional support/ Adaptation for needs

Most children at Boskenwyn school will have their special educational needs met through excellent classroom practice – high-quality teaching and high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum and progress with learning.

For some learners, this may require more or different support, and this is where the Graduated approach will be put into place. For example, this may include provisions such as:

- Further differentiating the curriculum – groups, 1:1 work, adapting teaching style or content of the lesson

- Further differentiating our teaching – giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, modelling and verbal rehearsal
- Adapting Resources and staffing to meet need
- Using recommended aids - laptops, coloured overlays, visual timetables, adapting font size/contrast

Specific intervention may focus on:

- Maths Support
- English Support
- Daily Reader
- Precision Teaching and Monitoring
- Handwriting Intervention
- Fine Motor Skills Intervention
- Fun Fit
- Sensory breaks, movement breaks, brain breaks
- Zones of Regulation/Restorative Practice Skills
- Lego Therapy
- Nurture sessions

If difficulty persists, further support may be sought. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include, for example:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement

<u>Resourcing for need</u>

Boskenwyn has school resources to support SEND, and will seek to provide resources to meet need. We also have staff to support additional needs in all classrooms. Schools are expected to cover up to £6000 of any costs relating to an individual child's needs.

It may be that a child's needs are such that additional resourcing will need to be secured eg further funding, different provisions, as the needs are greater than can be met in school. We may need:

Extra equipment or facilities

More teaching assistant hours

Further training for staff

External specialist expertise

In this case, we may seek statutory assessment via the EHCP process.

Resourcing for specific medical or physical needs may also be supported by nursing teams, Occupational Therapists, physiotherapists, and the sensory support team for visual and auditory needs. Children with these needs are likely to have support plans from these different professionals.

How we evaluate whether support in place is helping

We evaluate all children's progress termly. For children with SEND, this is also the time when the Individual Provision Map will be reviewed, to consider progress toward goals and possible next steps.

Any interventions will be reviewed for their impact.

Annual Reviews will be held for children with EHCPs (sometimes if things are not working, EHCP's can be reviewed earlier)

Staff training and expertise, and what other help we can draw on

Staff training is varied, from safeguarding, trauma informed practices, moving and handling, domestic violence, to Autism awareness, first aid and input from the Hearing and Vision team, speech and language etc.

Training can be targeted for individual staff, class, key stage or whole school – our staff is very knowledgeable and respective strengths are shared to give a good base of support for many different SEND.

We may also draw on:

Service/organisation	**What they do in brief**	**Contact details**
SENDIAS	Family Information Service	https://cornwallsendiass.org.uk/
Healthier Together **Neurodevelopmental Profiling Tool**	Healthier Together will provide advice, guidance, local care pathways and links to services and organisations. **The Neurodiversity Hub content previously available on the Parent Carers Cornwall website has now moved to the Neurodiversity section of Healthier Together.**	https://www.healthiertogether.nhs.uk Choose your child's age, and scroll down to Neurodiversity link
Multi Agency Support and Safeguarding Hub (MASSH)	Advice and referral hub for many avenues to support SEND, triage for	Safeguarding, Support, Advice and Guidance for children, young people and families - Cornwall Council

	referrals needing a range of out-side agency help.	How to find support for your child and family - Cornwall Council
Early Support	Advice and help for children and families who live with disability, as part of a multi-agency approach. Referral process via Early Help Hub	Early Support, SCIP and Team Around the Child (TAC) | Cornwall Services for Schools
Early Years Inclusion	Advice for intervention for children in nursery and reception year	https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/send-in-the-early-years/eyservice@cornwall.gov.uk
Speech and Language Therapy	Initial triage via phone or email	01208 256262 for speech and language https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/ 01208 834488 for eating and drinking
Communication Support Service	Support with significant communication needs	Communication Support Team - Cornwall Council
Sensory Support Service	Advisory teachers Specialist teaching and support for visual and hearing support	Sensory Support Team | Cornwall Services for Schools
Educational Psychology Service (West Cornwall)	Educational Psychologist available for statutory work linked to Local Authority assessment and support in school, when they have capacity	Educational Psychology - Cornwall Council
School Nurse Team	School Nurse Team available to help families with health care needs and offer advice to schools and with children's	Health visiting and school nursing - Cornwall Council

	care plans and training eg use of Epi –pens, toileting etc	
Physical and Medical Needs Advisory Service	Assessment, advice and resourcing for physical and medical needs, assessment for sensory processing	Physical disability or medical needs - Cornwall Council
Occupational Therapy	Advice for physical disability and therapy plans for sensory and physical difficulties	Occupational therapy - Cornwall Council
CAMHS	Specialist clinicians available to support schools and families with mental health needs of children	Child and Adolescent Mental Health Service (CAMHS) | Cornwall Partnership NHS Foundation Trust (cornwallft.nhs.uk)
Neurodevelopmental Assessment Team	Specialist clinicians support schools and families with ASD, ADHD and related neurodevelopmental difficulty	Neurodevelopmental assessment team | Cornwall Partnership NHS Foundation Trust (cornwallft.nhs.uk)
Education Mental Health Practitioner	CAMHs related service for schools, supporting children who do not meet CAMHs criteria, but have mental health and wellbeing needs	Mental Health Support Team (MHST) Info for Parent/Carers : Headstart Kernow
Bloom	Many mental health and wellbeing difficulties, may not meet the criteria for CAMHs, but when support is needed, 'Bloom' offers a multi-agency approach to facilitating support in and by the child's community	BLOOM : Headstart Kernow 01208 834575 for more information
Autism Spectrum Casework Team	Once a diagnosis of Autism has been	Autism Spectrum Team - Cornwall Council

	made, referral to the ASD Team may be able support children in school and home.	
CLEAR	Support and counselling for children who have experienced abuse and trauma	CLEAR - Emotional Trauma & Therapy Specialists - CLEAR (clearsupport.net)
Penhalligon's Friends	Offers bereavement support for young people, children & their families	www.penhaligonsfriends.org.uk
Headstart Kernow	Cornwall's mental health and wellbeing hub Offering support and cpd to schools and lots of information for parents too	Home : Headstart Kernow
Alternative Provisions	There is a variety of alternative, non-school based provisions that we may use from time to time to meet particular additional needs, but these are only considered in exceptional circumstances and needs	For example: Dreadnought Wave Project BF Adventure Children's Sailing Trust Changing Lives Through Horses
Virtual School	Advocates for Looked After Children (LAC) and some responsibilities for Previous Looked After Children (PLAC)	Awenna Virtual School Welcome to Awena Virtual School - Cornwall Council

Support for Transition within Boskenwyn and to other schools

Boskenwyn School works closely with parents and other schools – feeder nurseries, other primaries and a range of secondary schools, to ensure that needs are understood and adequately met, ensuring as smooth a transition as possible, when our children may feel at their most vulnerable.

Our secondaries offer induction visits to children who are starting school with them in September. Parents/carers are invited to meetings at the school during the summer term, and are provided with a range of information to support them in enabling their child to settle into the school routine. Secondary SENCOs discuss children's needs with us, and many secondaries offer discussion with parents of pupils who are known to have SEN to allow concerns to be raised and potential challenges to be anticipated prior to entry.

These opportunities are further enhanced for pupils with SEND, with opportunity of additional visits, or the offer of sessions specifically offered to children with SEND only. The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

If pupils are transferring from another setting to Boskenwyn, the previous school records will be requested, so that any needs can be supported immediately, and a meeting with parents/carers will support good understanding from the start.

Admission arrangements for pupils with SEN and disability

We are committed to ensuring children and young people with SEND are enabled to engage with activities available to children in the school who do not have SEND. The school supports access to both the curriculum and the school site, and we strive to make reasonable adjustments to prevent children with physical disability being put at a substantial disadvantage. Our Accessibility plan considers ongoing improvements throughout the school over time.

Children with more complex needs are supported by Occupational Therapy, and health teams, and school is supported by Cornwall Council to make necessary changes for such needs.

Boskenwyn School would encourage pre-admission visits from all prospective families, to ensure full consideration of the child's needs is made alongside context of our site layout, our environments and capacity of our timber classrooms and old Victorian building to meet those needs. Extended planning time may be needed to make substantial changes or adaptations to meet needs.

Consultations are occasionally requested by Cornwall Council, to establish how the needs of a child may be met, when a request has been made by parents/carers for their child with an existing EHCP to join Boskenwyn School.

Please see Boskenwyn's Admission Policy for details of how to apply for a place.

Looked After Children and SEN

We have a Designated Teacher for Looked After Children (LAC) who works to ensure all teachers in school understand the impact of trauma on children who may have experienced significant adverse childhood experiences (ACE). We work closely with Awenna, the Virtual School who are there to ensure effective systems are in place for children. Some children may not be diagnosed with SEND when they are first looked after, and we work with carers to address any concerns and assess and address any needs that become apparent. Children who have experienced trauma will likely have needs in the areas of Social, Emotional and Mental Health, in addition to any other needs identified.

All Looked After Children have a statutory Care Plan which is drawn up by the local authority. The Electronic Personal Education Plan (EPEP) is a legal part of the care plan and is a statutory requirement for Looked After Children in education. We ensure that children have an EPEP which is also reviewed every term. If a child with SEN requires further assessment for an EHCP this will be done in a timely manner.

Previously Looked After children (PLAC), are also supported in school with the same focus on impacts of trauma and awareness of possible learning disadvantages and on-going difficulties due to earlier life adverse experience.

Other related and helpful documents:

- SEN Policy
- Child Protection and Safeguarding Policy
- Supporting Children with Medical Needs Policy
- Anti-bullying policy
- Relational and Behaviour Policy
- Equality Act and Accessibility Plan
- Mental Health and Wellbeing Policy
- Children in Care Policy

Complaints and mediation

Anyone wishing to make a complaint with regard to SEND support and provision should make an appointment with the class teacher, SENCo or Head Teacher.

If the matter is not resolved, the parents would be encouraged to meet with the Chair of Governors or SEN Governor, and then if necessary, the County Complaints Procedure should be followed. (A copy is available on request.)

Our SEN Governor is Lucy Yeomans, lyeomans@fbgschools.co.uk

See the SEND Policy

This year we received no complaints with regard to SEND support and provision.

A glossary of terms relating to SEN

Access Arrangements	Special arrangements to allow pupils with SEND to access assessments or exams
ACE	Adverse Childhood Experience
ADD and ADHD	Attention Deficit Disorder and Attention Deficit Disorder with Hyperactivity
Annual Review	A meeting to review the provision in a pupils EHCP
APDR	The Graduated Approach, of Assess, Plan, Do, Review
Area of Need	The 4 areas of SEND need – Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical
ASD/ASD	Autistic Spectrum Condition/Autistic Spectrum Disorder
CAMHs	Children and Adolescent Mental Health Team
C&I	Communication & Interaction
C&L	Cognition & Learning

Differentiation	The adaptation of approaches, resources and outcomes to meet needs
EHCP	Education, Health, Care Plan is legally binding document which sets out needs and provisions for a child
EHCP Needs Assessment	Also called 'Statutory Assessment', which will establish whether a child's needs should be supported by further funding or different provisions
EMHP	Education Mental Health Practitioner
EPEP	Electronic Personal Education Plan (part of statutory Child Care Plan drawn up for Looked After Children, jointly with the Local Authority)
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
Graduated Approach	The approach to providing SEN support in which the school provides support in successive cycles of assessment, planning, implementing and reviewing (APDR), to help the child progress. Reviews are held at least termly, in conjunction with child (where applicable) and parent/carer
Intervention	A short-term targeted approach to teach a pupil with a specific outcome in mind
IPM	Individual Provision Map
KS1 and KS2	KS1 children up to and including Y2 KS2 children in Y3 – 6
LAC PLAC	Looked After Child (Local Authority virtual parent) Previously Looked After Child (No longer in Local Authority care)
Local Offer	Information provided by the Local Authority that explains what services and support are on offer for pupils with SEN in the local area
MASSH	Multi-agency Support and Safeguarding Hub
Outcome	Target for improvement for pupils with SEN. These targets will be set out in a child's IMP and may relate to academic and non-academic needs
PACE	Playfulness, Acceptance, Curiosity and Empathy
P&S	Physical and Sensory
PSHE	Personal, Social and Health Education
Reasonable Adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's needs or disability
RSE	Relationship and Sex Education
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCo/SENCo	Special Educational Needs and Disability Coordinator

SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND
SEN Information Report	A report that schools must publish on their websites, that explains how the school supports pupils with SEND, for children, parents and carers
SEND Tribunal	A court where an appeal against the local authority's decision about EHC needs assessment or plans, and against discrimination by a school or local authority due to SEND
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
TA	Teaching Assistant
Transition	When a pupil moves between years, phases, schools, institutions or life stages
TIS	Trauma Informed School

This SEN Information Report will be updated annually, and during the academic year, if information changes