



## **St Mary's Priory Catholic Infant and Junior Schools**

**Love one another  
Always do our best  
Take care of ourselves and the world around us**

### **SEN information report**

**2023-2024**

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some

sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

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## **Our school's approach to supporting pupils with SEND**

At St Mary's Priory Catholic Schools, we believe that each pupil has individual and unique needs. We believe that all children have an entitlement to a broad and balanced curriculum and to be fully included in all aspects of school life. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. At St. Mary's Priory we aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Policy.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.
- The school plans, manages and reviews SEND provision across the four broad areas of need

## **Catering for different kinds of SEND**

At St. Mary's, we firmly believe that high quality teaching is the most effective way of supporting the neurodiversity of any class. Staff are supported by the SENCo and SLT to use adaptive teaching strategies, to support the needs of all of the children, and various learners within their class. A neuro-diverse classroom consists of many different learners and children with various strengths and areas of need.

Areas of need consist of:

### **Communication and interaction**

Speech, language and communication needs (SLCN)

Autistic spectrum condition (ASC)

### **Cognition and learning**

Specific learning difficulty (SpLD) eg: dyslexia, dyscalculia and dyspraxia

Moderate learning difficulty (MLD)

Severe learning difficulty (SLD)

### **Social, mental and emotional health**

Social and emotional difficulties appear through a child becoming withdrawn or isolated. They can also start to display challenging, disruptive or aggressive behaviour. These behaviours may be a symptom of anxiety, depression, self-harming, substance misuse and eating disorders.

### **Sensory and/or physical**

Visual impairment (VI)

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets, which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Use formative assessments to direct their High quality teaching

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers use high quality teaching (adapting work to suit the needs of all learners) to support children with special needs in class. Most needs will be met in class but others will be met during targeted intervention groups, focusing on the gaps in their learning. We will use the 'assess, plan, do review cycle' when measuring the success of any intervention.

Additional support/strategies make include one or more of the following:

- Targeted support in class
- Additional or adapted resources to assist in lessons and scaffold learning
- Alternative methods of recording
- Additional behaviour management strategies/techniques
- Visual resources / structured aids
- Project X groups to help to develop reading
- Weekly counselling sessions
- Write from the start
- Nesse
- Little Wandle
- Zones of regulation
- Learning mentor
- Trailblazers (Camhs)
- Home/school liaison
- Language link groups

When all of the above strategies are used and not impacting to help the child to make sufficient progress, the single referral form will be completed to be able to access one of the following outside agencies:

- Educational Welfare Officer
- Educational Psychology Service (EP)
- Speech and Language Therapy Service
- Hearing Impairment Team
- Early Help

- Trailblazers (in-school support and part of CAMHs)
- CAMHS – Child & Mental Health Service
- Occupational Therapy (OT)
- Community Paediatric Medical Team – Social Communication Clinic or Neurodevelopmental Clinic

These outside agencies will then work with the school and families to support the child's needs further. This support will be given and will continue until the professionals believe that it is no longer needed. Occasionally, for some children they might still be making insufficient progress, despite outside agency involvement. In this case the professionals involved and the school might decide to apply to the local authority (LA) for a statutory assessment to be carried out (applying for an education and health care plan). Both parents and children will be fully informed throughout. This can only be applied for when sufficient evidence is gathered through the assess, plan, do, review cycle, providing 2 cycles (two terms) of evidence that has been acted on as a result of external advice from other agencies.

### **Key staff and expertise**

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At St. Mary's Priory, we are committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Annually we ensure that the relevant staff take part in HEP SEND CPD relating to various SEND areas. In addition to this, we work closely with Occupational therapists, the LAST team, the speech and language therapist, CAMHs and Trailbalzers, to ensure that staff are able to meet the child's needs in collaboration with outside professionals. We will always seek advice, support and further training when we feel that we are not fully meeting the needs of the child.

### **Further Staff Development**

- The SENCo attends the SENCo network forums and Conferences termly in the LA.
- Information is then fed back to the Head teacher and other staff where necessary.
- The SENCo attends termly SENCo cluster meeting with other SENCos
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- The SENCO and other staff attend Local Authority meetings and INSET when relevant
- Newly appointed teaching and support staff meet the SENCO to discuss SEND procedures in the school.

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## The SENCO

Name of SENCO	Email address	Phone number
Ciara Neli Assistant Head for Inclusion and Designated Safeguarding lead	office@stmarysrcpriory.harinegy.sch.uk	02088009305

### Identifying and assessing pupils with SEND

Concerns raised at pupil progress meetings, and on initial concern forms, will also be discussed with parents, and if they are in agreement then the child will be added to the school's SEN support register and offered additional support. This is only after certain questions are answered on the initial concern form:

- What has been put in place before – has high quality teaching taken place?
- What adjustments have been made in class/during lessons to cater for the child's needs?
- Are they still failing to make adequate progress even after all of this?

The following steps are taken when needs are identified:

**Wave 1:** Initially, children receive inclusive **high quality teaching** for all, using adaptive teaching strategies, extra support, either through additional adults and/or additional materials and resources, to reduce or remove barriers to learning. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

#### Teacher Actions:

- Review Pupil Progress
- Plan strategy of support - What are the barriers to learning? What changes can be made that will better support the needs of the child?  
What resources will support access to learning and understanding? (assess, plan, do, review)
- Implement planned strategies

**Wave 2:** If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Teacher Actions:

- Complete Initial Concern form
- Review pupil progress and Plan targeted intervention
- Consider specific area of SEND - Complete the neurodiversity check list
- Implement relevant strategies linked to the neurodiversity checklist
- Discussion with SENCO about strategies
- Generate IEP with specific targets
- Discussion with parents

**Wave 3:** If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of SEN.

Teacher Actions:

- Collection of evidence of needs and how needs are currently being support.
- Discussion with SENCO/SENCO observation
- Discussion/meeting with parents
- Use of further assessments tools to screen specific area of SEN
- SENCO considers Referral to outside professional

This may be a short-term measure in order for them to catch up and close the gaps in their learning. For other children it will be a more sustained form of support throughout their education.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

In order to support these children, staff will follow the process of *assess, plan, do* and *review*. Staff will plan the support, put it in place and it will then be reviewed at the next IEP (Individual Education Plan) meeting. Children on the SEND support register will have an IEP and this will

be reviewed each term, by the class teacher, SENCo and parent/guardian. If significant progress is then made over time, it may be agreed that the child is removed from the register. However, if a child continues to be a cause for concern, despite SEN support, the school, in agreement with parents/guardians, will fill in a single-agency referral form in order to receive specialist advice and support.

### **Involving Key stake holders**

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, will meet with the parents three times each year and will work closely with the SENCo/Inclusion lead to monitor outcomes and progress closely. IEP targets (Individual Education Plan) will be sent home for parents to review and be aware of at home, so that they can work alongside school.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

### **When children have an EHC plan (Education and Health Care plan):**

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or head teacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

### **Progressing towards outcomes**

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the pupil's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents; will consider requesting an Education, Health and Care needs assessment.

## **Transition support**

St. Mary's Priory is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The School will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting. The school will work closely with secondary school settings and specialists (eg: LAST team and trailblazers) to ensure that children are fully supported and prepared for the changes in setting. We will work with individuals and classes to prepare the children for their secondary education.

## **Links with other Schools and Transfer Arrangements**

- SEN records are transferred following Local Authority procedures when a child leaves to go to a new school
- There are opportunities for all pupils to visit their prospective secondary school.
- Children with SEN or who may need support at Secondary School access a Secondary Transfer Group in Year 6 to support them in developing strategies to succeed at Secondary School. This intervention is run by a Teaching Assistant who has attended specific training on delivering the intervention;
- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHC plans for whom the particular school has been named.

## **Transfer within the school to new year groups**

- Teachers liaise closely when pupils transfer to another class within the school.
- The SENCO ensures that the SEN file goes up with the class and is fully updated.

- Children are given opportunities to meet their new Class Teacher before starting a new class.
- In Nursery, Reception and Year 2 where the transition is likely to be more challenging children are given additional opportunities to visit their new class and to familiarise themselves with their new surroundings.

### **Teaching approach**

At St. Mary's, we dedicated to supporting the neuro-diverse needs in every class through adaptive teaching. This approach aims to support the variety learners within every class and focuses on eth child's strengths and areas of need. Teachers will adapt the environment, teaching techniques, groupings and resources, to support every learner within a lesson.

Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability and is instead centred around the idea that teachers have high expectations for every pupil in their care. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

Alongside this, children with complex needs who need a more individualised programme of support, will work both in the classroom and in our Bluebird room, which specialises in targeted interventions for individuals in small groups and on a 1:1 basis.

### **Adaptations to the curriculum and learning environment**

Adaptive teaching is vital in ensuring that all learners achieve the best possible outcomes. Adaptive teaching:

- Helps to cultivate a more inclusive classroom space, where each child's needs have been addressed.
- Helps teachers to understand pupils' prior understanding of the subject matter, allowing them to plan more effectively.
- Helps teachers to identify and plan for any barriers to learning which may exist. For example, a specific SEND – such as social, emotional, and mental health needs, or communication needs, etc.
- Enables teachers to provide equitable learning opportunities for all children. Being adaptive in both the moment and as a result of considered, planned adaptive teaching strategies will help to yield better academic outcomes for pupils.
- Gives every child the chance to succeed so that no child is left behind. This can help to decrease gaps in progress and attainment between learners.
- Helps to nurture a greater respect and admiration for education, ensuring pupils are motivated and engaged in their learning. You can find out more about the importance of motivation in education here.

- Supports both teachers and pupils alike. With considered and informed planning, teachers will feel more confident in their delivery as their planning will have anticipated any barriers learners may face. This helps teachers to have greater control over the outcome of lessons and it gives them the freedom and space to explore and strengthen their in-the-moment adaptive teaching strategies. This can help to increase teachers' long-term professional satisfaction.

In-the-moment adaptive teaching includes:

- Rephrasing questions or content.
- Adapting language to ensure all learners understand the content.
- Providing exemplars or WAGOLLS – 'what a good one looks like.'
- Highlighting and boldening key learning points.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli.
- Setting up temporary groups as an additional layer of scaffolding.
- Gauging group responses to support individual answers.
- Giving step-by-step instructions for tasks.

### **Inclusivity in activities**

At St. Mary's, we are committed to ensuring that staff understand the neurodiversity of our children, aiming to create an inclusive environment that supports all learners. We work in line with the SEND code of practice that sets out– 'very child should have the right to fair education. Regardless of a child's ability, they should still receive the same quality of care and teaching. This is not only important in education but also wider society, as it ensures those with special needs or disabilities, feel included and equal.'

We make adaptations and reasonable adjustments to ensure that all children are able to take part in all aspects of school life.

Where children have complex needs, and this is more challenging, we will seek advice from external agencies and the LA, working with parents along the way.

### **Supporting emotional and social development**

At St. Mary's, we recognise the importance of supporting the children's SEMH (social, emotional and mental health) needs as we know that this can affect all aspects of their school life and learning.

Teachers are responsible for the progress and development of the pupils in their class, including where pupils are supported by teaching assistants or specialist staff. Quality First Teaching is the best approach for all pupils, including those with Social, Emotional and Mental Health needs.

At St. Mary's, we aim to provide a supportive, calm and caring environment that places the well-being of the child at the core of their school life. We support this by creating a supportive environment that acknowledges children's varying emotions throughout the day, supporting them to name them, understand them and be able to develop coping strategies. This will allow the children to develop their emotional literacy and become more resilient. We do this through using the 'Zones of regulation' throughout both schools, creating an ethos that supports the emotional development of the children. In order to provide further support for children with more complex SEMH needs, we also have a learning mentor who supports children weekly, coaching and mentoring the children. In addition to this we have a play therapist who supports a caseload three days a week, alongside supporting the staff in order to develop strategies that will further support the children in class. The play therapist also runs baby and toddler groups weekly, in order to support the early development of children from some of the families within our local community. Across both schools we also have quiet spaces, where children are able to spend time when they need to regulate their emotions and take some time out, away from their peers.

### **Evaluating effectiveness**

At St. Mary's, we monitor the progress of the SEND children through a variety of means. Teachers meet with parents three times a year, provided IEP targets and reviewing the progress each time. As part of the assess, plan do review, we will monitor the effectiveness of interventions and adapt our strategies according to progress. We use 'evidence based' interventions so that we can carry out pre and post assessments in order to assess progress and effectiveness.

### **Handling complaints**

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

At St. Mary's Priory we are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.

- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

### **EHCP budgets allocated by the LA**

Integrated Service for Special Educational Needs and Disabilities

Banding of Support Education Health and Care Plans in School Aged Children

An Education, Health or Care Plan may be issued for a child following a multi agency assessment. The EHC identifies that a child requires significant support and differentiation in order for the child to access the curriculum. The child's needs will be such that adjustments for access to the curriculum are required over and above the level that can be normally expected to be provided by a mainstream school. It is therefore over and above the £6,000 delegated for school in their 'notional SEN budget'. This resourcing is also described as the 'top up' funding provided to the mainstream schools through the High Needs Block budget, which is part of the dedicated schools grant.

The EHC will describe outcomes that should be achieved by the child, and the differentiation required to allow:

- Access to the physical environment through adjustments to physical access and use of equipment
- Access to information through presentation of teaching materials in different formats e.g. through sign/Braille/use of Alternative and augmentative communication
- Access to learning through adjustments of teaching practice to take account of a child's cognitive difficulties or alternative learning styles

The resourcing in the EHC plan should be used to achieve the access arrangements outlined in the plan and may be described in terms of adjustments to practice, provision of services with quantification, and additional financial resourcing. The additional financial resourcing may be typically used by schools for additional teaching time or additional special needs assistant time

Band A	Band B	Band C	Band D	SMSA
<b>£9,544.93 or 27.5 hours of support</b>	<b>£8,131.75 or 25 hours of support</b>	<b>£5,305.40 or 20 hours of support</b>	<b>£2,479.05 or 15 hours of support</b>	<b>5 hours SMSA or £1,538.20</b>
<p>The child <b>will have multiple complex</b> needs in all areas of learning, physical access and adjustment of information presented. The child will be unable to access the curriculum without adult support at any time and cannot be facilitated effectively by peer support. The school staff will need to carry out programmes of therapy and teaching in the absence of the specialist practitioners' on a daily basis, and which are updated at least half termly and often weekly by the practitioners' themselves. The child might otherwise be attending a special school or be attending a special school in the future.</p>	<p>The child <b>will have complex needs</b> that require adjustments in many areas of learning, information access and physical adjustments. The child will have programmes established by specialist practitioners' that need to be carried out by school staff several times a week. The child will be able to independently access learning, social engagement and activities that they engage in independently for very short periods of time, these activities may have been previously prepared or the child may choose them independently with some scaffolding e.g. use of choice boards, but continue to require some monitoring of these activities throughout the task.</p>	<p>The child will have <b>access needs that require adjustments</b> in several areas of learning, information access and physical adjustments. The child will have programmes established by specialist practitioners' that need to be carried out by school staff several times a week. The child will be able to independently access learning, social engagement and activities that they engage in for periods of time with low levels of support, or are able to engage in activities and exploration productively without adjustments being made throughout the activity. The choice of activity may require some scaffolding e.g. use of symbol time tables or choice boards.</p>	<p>The child will have needs that <b>require adjustments in one main area of learning</b>, information access and physical adjustments, or require only moderate adjustments throughout the day. The child will have programmes established by specialist practitioners' that need to be carried out by school staff once or twice a week. The child will be able to independently access learning, social engagement and activities that they engage in independently for at least 50% of the time. The child will require some support and adjustment to effectively engage in learning for specific activities or areas of the curriculum.</p>	<p>The child will <b>require a significant level of support in unstructured times</b> that ensure they are able to access leisure and personal care sufficient to meet their pastoral needs. Without this additional support the child may not be able to have a drink or something to eat, will not be able to play safely or negotiate around playground equipment, or attend to their personal care needs.</p>

**Local Offer – Haringey**

<https://www.haringey.gov.uk/children-and-families/local-offer>

**Named contacts**

Name of individual	Email address	Phone number
Mrs Ciara Neli Assistant head for inclusion and safeguarding lead	office@stmarysrcpory.haringey.sch.uk	02088009305
Haringey SEND team	SENDteam1@haringey.gov.uk	