

# MURRAY PARK SCHOOL



## SEND INFORMATION REPORT 2024



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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational

## **1. WHAT IS THE PROVISION FOR SEND AT MURRAY PARK SCHOOL?**

Murray Park School is an inclusive school where everyone is made to feel welcome regardless of ability or need. Our school vision is ‘supporting students in gaining a positive outlook shaping their futures and reaching their potential. ‘Proud to be Here.’

We believe that all students should be valued equally; Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. We will strive to eliminate prejudice and discrimination. We will work to develop an environment where all can flourish and feel safe. We are committed to an inclusive education for all students.

Murray Park School aims to cater for students with a variety of needs including physical, cognitive, communication and interaction, social and emotional needs and sensory needs. Where there is a need for specialist equipment, we will always consider this within the expectations of what is reasonable, an efficient use of funds and likelihood to meet the child’s needs. Murray Park School has two dedicated Autism Champions and a ‘HUB’ (a dedicated space for support) accessed by students

with a range of needs, a nurture group to facilitate highly complex needs and an Alternative Provision Unit for students with complex behaviour.

### ADMISSION ARRANGEMENTS

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the school's Admissions policy for more information.

The school has a designated Co-ordinator of Transition who liaises with both feeder and non-feeder schools. In addition to this the SENDCO and specialist Head of Year 7 will liaise with primary schools to share information and aid transition for students with SEND. This also includes a programme of additional visits and a Summer School for the most vulnerable students and meetings with parents where this will be appropriate to supporting a smooth transition.

## 2. THE SPECIAL EDUCATIONAL NEEDS LEADERSHIP TEAM AT MURRAY PARK SCHOOL IS:

The person responsible for overseeing the school's provision for children with SEND is the Headteacher (Nicola Caley).

The person responsible for co-ordinating and overseeing the day-to-day provision for students with SEND is the SENDCO (Sian Hubbard). Mrs Sian Hubbard can be reached using the email address [sian.hubbard@murraypark.derby.sch.uk](mailto:sian.hubbard@murraypark.derby.sch.uk). She is supported by a team of teaching assistants and Alternative Provision team.

The person responsible for monitoring the school's provision of education for students with SEND is the SEND Link Governor and Chair of Governors, Paul Davies.

Throughout this report it may be useful to refer to the additional school policies including the SEND Policy; Accessibility and Disability Equalities Policy; Admissions and Equal Opportunities Policy.

### 3. HOW DO STAFF AT MURRAY PARK SCHOOL KNOW IF A PUPIL NEEDS EXTRA HELP?

#### IDENTIFICATION OF STUDENTS' NEEDS

The SEND team under the guidance of the SENDCo and staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health, and care services (and feeder schools through our thorough transition programme) prior to the child's entry into the school.

Where needs have not been previously identified, staff have an obligation to report observations to the SENDCo. In addition, comprehensive assessments are completed, and observations made of students in year 7 to identify any additional needs, this may include dyslexia screening if deemed necessary.

#### A GRADUATED APPROACH:

The student is monitored if a concern is raised by a parent or teacher, but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers and then recorded by the school for future reference. Pupil progress meetings, structured conversations, intervention work and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

Any pupil who is falling significantly outside of the range of expected academic achievement boundaries will be monitored. Once a pupil has been identified as possibly having difficulties that affect their education, they will receive appropriate support and their progress will be monitored. They will firstly receive support at Universal level and if no progress is reported, this will move to targeted support. Where targeted support is not successful, the support of specialist services will be sought.

The subject teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class along with a team of other professionals allocated to the school.

Data tracking of students on a termly basis takes place and discussions with subject leaders to monitor SEND progress are conducted regularly.

Through the above actions it can be determined which level of provision is needed and if appropriate, a provision map is drawn up with parental consultation and any Education Health and Care Plan (EHCP) applications made.

#### **4. HOW DO WE MONITOR THE PROGRESS OF ALL PUPILS TO AID THE IDENTIFICATION OF PUPILS WITH SEND?**

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regular assessment data checks are taken across the whole of the curriculum giving staff an overview of the rate of individual progress. Any concerns are then discussed with the SENDCo. Please refer to point 6 below.

#### **5. HOW IS THE EFFECTIVENESS OF PROVISION EVALUATED AT MURRAY PARK SCHOOL?**

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice and through the setting of individual targets for every student. Information about progress is recorded, tracked and analysed at least termly using Provision Map. Parents are informed of progress at review meetings, through Provision Map and through written reports.

The impact of intervention programmes is also tracked and reported on annually to ensure programmes are appropriate in meeting students' needs and narrowing gaps.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCO, the Headteacher, the Deputy Head and the SEND Link Governor. Information is gathered from different sources including student and parent surveys, teacher and staff surveys, and consultation evening feedback forms, parent forum, lesson drop ins and book scrutiny. This will be collated and published by the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning. Leaders conduct an annual review of SEND provision and the next review is due in and the SENDCo and team members also attend parents' evenings.

## 6. HOW WILL BOTH SCHOOL STAFF AND PARENTS KNOW HOW INDIVIDUAL STUDENTS ARE DOING?

### **Working in partnerships with parents**

The school firmly believes that developing a close working relationship with parents is vital to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention, adaptation, reasonable adjustments and provision.
- b) continuing social and academic progress of children with SEND.
- c) personal and academic targets are set and met effectively.

The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of SEN students as valued partners in the process. Depending on age and appropriateness, SEN students will also be encouraged to participate in the decision-making processes affecting them.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews through Provision Map or through regular contact with keyworkers.

In cases where more frequent or regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

We aim to meet with parents of all children on the SEN register twice a year. If an assessment or referral indicates that a student has additional learning needs, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Link Governor, Paul Davies, may be contacted at any time in relation to SEN matters via Lynda Phelps, Clerk to Governors.

Parents are always contacted and informed of every stage of their child's development and the circumstances under which they are being monitored. Parents play a huge role in sharing information and queries with the school and are fully involved in the review process. Any child placed on the SEND register is indicated through direct contact with staff and a letter to parents explaining the rationale for their child being placed on the register, at what level and a description of their need. Parents then liaise with staff at school to ensure they are happy and confident that the needs of their child are met.

Students are categorised for need into 4 sections:

- EHCP                      Education Health Care Plan / Statemented learners.
- Wave 2 High            High-level needs with additional targeted intervention.
- Wave 2 Medium        Lower-level needs with class support as needed.
- Wave 1                    Universal support required from class teachers.



Any child with an EHCP will have an annual review where parents and students will be central to the process. Both will complete documentation expressing their views and experiences with the opportunity to comment on the progress they think has been made towards personal outcomes outlined on the plan. Other professionals will also be invited to the annual review if there is a need.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## 7. WHAT IS THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SEND?

Under the new SEND reforms of 2014 all teachers will move towards a fully inclusive approach to education: 'Every teacher is a teacher of SEND'. Quality First teaching in the classroom where staff plan and deliver the curriculum to a wide range of learner abilities will form the baseline of the teaching pedagogy. A needs led approach is adopted by all staff and monitored by the SENDCo and support staff.

In-class provision and support are deployed effectively to ensure that the curriculum is adapted where necessary. Individual or small group tuition is available where it is felt that pupils would benefit from this provision. Intervention groups run before school, during the school day and after school. Staff set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels. An overview of all SEND EHCP student targets is given to staff annually.

Where necessary, adaptations are made to the learning environment. More information can be found in the school's Accessibility and Disability Equality Policy found on our website.

Murray Park School has a range of specialist SEND facilities in place. These include:

1. Flat entry points to all ground-floor buildings to the side and ramp access at the rear for wheelchairs.
2. Yellow painted edges and railings to steps to support those with Visual Impairments.
3. Designated disabled toilet facilities.
4. Support staff with current certificates in Catheterisation.
5. Designated laptops to support individuals with writing difficulties and visual impairments.

#### MURRAY PARK ACCESS PLAN

With the introduction of the Disability Discrimination Act (DDA 2005) there is a new duty to promote disability equality. This has been strengthened by the Equality Act 2010.

This involves a plan that describes how the school intends to improve access to learning for students who have disabilities. This plan is reviewed annually and updated every three years. It is our intention to:

- improve access to the physical environment.
- improve access to the curriculum.
- improve how we provide information, in a range of formats, for students with disabilities.

From the Spring Census of 2013, there has been a statutory requirement to identify those students who have a disability. The Equality Act states that someone is disabled if '*they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*'.

There is an expectation that schools will make ‘reasonable adjustments’ which will help to meet the practical needs of disabled children.

## 8. HOW ARE DECISIONS MADE ABOUT THE TYPE OF SUPPORT A YOUNG PERSON RECEIVES?

There is a shared expectation that most students with SEND will have their needs met through the delivery of a relevant and engaging curriculum supported by high-quality adaptation and reasonable adjustments in lessons. It is also recognised that many students will require some additional support, either short-term or longer-term, to fully access the curriculum and make the progress which is expected of them.

All students with SEND will have access to Element 1 and 2 of a school’s budget which equates to up to £6,000 (the equivalent of *up to* 10 hours per week of additional support. This is called Place Funding. Place Funding is used to support individual students with interventions relevant to their needs. Interventions can be 1:1 or in small groups as appropriate. These can include Literacy Interventions e.g. Lexia, Dockside Reading, Literacy Progress Units, Numeracy Interventions e.g. Catch-Up Numeracy, Rapid Maths, The Socially Talented Social skills programme, In class support, 1:1 withdrawal, preparation of suitably differentiated materials.

Allocation of resources is determined by the level of needs of the student and is made in conjunction with the School’s policies, Senior Leadership, the SENDCo and relevant professionals. Parents and the student are also consulted prior to interventions taking place, and regular progress updates are shared with parents and the student.

In addition to the funding detailed above some students may be eligible for other sources of funding. These other sources include Student premium funding, which is generally used for literacy and numeracy interventions, *continuing care packages*,

*equipment provided through inclusive technology etc.* The school will seek advice, as appropriate, around individual students, from external support services through regular liaison with outside agencies.

External Support agencies might include:

- Educational psychologists.
- Schools and Families Specialist Services.
- Medical staff, including School Nurse, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy.
- Targeted Support.
- Social Care.

## 9. HOW WILL STUDENTS WITH SEND BE INCLUDED IN WIDER SCHOOL ACTIVITIES?

As an inclusive school, every effort is made through the work of the pastoral team and careers advisors to ensure that all students are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Students are considered on an individual basis according to their needs and support is appropriately provided including for trips, PE activities, in-school events, career days, prefect roles and wider community activities. Where necessary, children with SEND are enabled to engage in activities that are available to children who do not have an SEN through additional support.

Extra-curricular activities are an integral part of Murray Park School and available to all students. Students are actively encouraged to attend, and this can be supported where appropriate. This includes sports, visual and performing arts. Inclusiveness in extra-curricular activities is important to us at the school. We also include all SEND students in a robust careers programme ensuring they have suitable

post 16 placements. This is in partnership with the school's careers co-ordinator, Tim Taylor.

## 10. IS THERE ANY SUPPORT FOR AN INDIVIDUAL PUPIL'S HEALTH AND WELLBEING?

Through the emotional support of each form tutor and Head of Year, pupils can feel safe and secure in school. Tutor time provides an opportunity each day for pupils to touch base with their tutor/mentor and discuss any concerns. This support feeds into the overall Inclusion Team; Heads of Year, Behaviour and Attendance coordinator, in class support workers, school medical team and external visiting professionals where further guidance can be found. The school has a student support counsellor and school nurse who both take referrals from the Inclusion Team. Pastoral teams support SEND staff and PSHE lessons incorporate all aspects of the students' health and well-being, including bullying and mental health. The SENDCO is also the Designated Senior Lead for Mental Health and a programme of mental health activities is present in the curriculum and pastorally to ensure our students are resilient and able to cope with the pressures of the modern world.

Separate policies can be found on the school's website under PARENTS : POLICIES.

High need students at Wave 2 are allocated a keyworker who they can talk to, who will listen to their views and provide extra support taking additional measures as necessary to prevent bullying. Other students with identified SEND are invited to the HUB to seek extra support should they need it.

## 11. WHAT TRAINING HAVE SEND SUPPORT STAFF HAD?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, including the city SENDCO meetings, to share good practice

and keep up to date with changes. The SENDCo has completed the NASCo National Award and a Level 7 Qualification in testing for Access Arrangements and core training for the Designated Senior Lead for Mental Health.

The SEND team have a number of Teaching Assistants who specialise in specific areas of SEND. We have two TAs who are trained autism champions, a TA who specialises in literacy support, one dedicated to numeracy support and an English as an Additional Language (EAL) TA. We also have an Assistant SENDCO, an Alternative Provision Lead and an Assistant Lead in Alternative Provision and a full time Nurture assistant. We also run in house training through developmental walkthrus termly for all TAS.

Visiting specialist providers of SEND training have given talks and led workshops for staff on topics such as autism, social emotional health difficulties, eating disorders and attachment trauma.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The school offers all staff CPD opportunities and an annual programme of wider training across all phases of education. Fifteen staff have recently completed the Mental Health First Aid Course.

The SENDCO attends relevant SEN courses and facilitates/signposts relevant SEND-focused internal and external training opportunities for all staff and liaises closely with the Assistant Heads for Teaching and learning and Curriculum to ensure all SEND students can access learning at their level.

We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management.

## 12. WHAT ARE THE ARRANGEMENTS FOR CONSULTING PUPILS AND PARENTS OF PUPILS WITH SEND?

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regards to provision. By fostering strong links between home and school, a working relationship can provide a secure base for the development of every individual.

## 13. CHILDREN WHO ARE LOOKED AFTER AND HAVE SEND

Where a child is Looked After and has an identified SEND, additional processes take place. Provisions are made through a Personal Education Plan (PEP) to promote their personal well-being and academic success.

## 14. ANY COMPLAINTS?

The school's complaints procedure is outlined in the School Complaints Policy, which is available on the website or from the school office, on request

We are always happy to talk to parents and to listen to any concerns they may have. We operate an 'open door policy' and can be contacted at any time should a concern arise. Parents may speak to their child's form tutor, keyworker, Head of Year/Key Stage Leader, the SENDCo. We will always do our best to resolve any issues that are raised.

If a parent or carer has any complaints regarding the care or welfare of their child with additional needs, an appointment can be made by them for a meeting with the SENDCo who will be able to offer advice. If the issue cannot be resolved, then please refer to the official complaints' procedure published on our website. We will always

do our best to resolve matters raised. To raise a formal complaint about a SEND issue please contact our SENCO Mrs Sian Hubbard by email at [sian.hubbard@murraypark.derby.sch.uk](mailto:sian.hubbard@murraypark.derby.sch.uk)

Concerns about admissions for SEND are directed via the city SEND Panel and the school. Admissions of EHCP SEND students are granted on an 'ability to meet needs' basis. If the school is able to meet the specific needs of a student, it will consult with the city panel for SEND and offer a place and the school will be named on the EHCP. If the school is unable to meet needs, it will inform the SEND panel and provide detailed information as to its decision. Parents can find information about Equal Opportunities in our policy document published on the website.

## 15. HOW DOES THE GOVERNING BODY INVOLVE OTHER ORGANISATIONS AND SERVICES?

Murray Park School invites and seeks advice and support from external agencies in the identification, assessment, and provision of SEND. The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCO, who will then inform the child's parents.

Murray Park School receives further support from the Local Authority Schools and Families Specialist Service (various departments), Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), STePS (Autism support) , Kingsmead school (monitoring placements) , Paediatric Audiology Dept (Royal Derby Hospital), Connexions, and SEND link advisors/Panel.

The following services will be involved as and when is necessary:



- Educational psychologists.
- Schools and Families Specialist Services.
- Medical staff, including School Nurse, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy.
- Alternative Training providers.
- MAT team.
- Social Care.

The link governor meets with the SENDCo each term.

## 16. HOW DOES THE SCHOOL PREPARE STUDENTS FOR TRANSITION?

Where appropriate upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered. This will happen at three stages in their school career. In Year 6, the SENDCo, Head of Year 7 and dedicated transition co-ordinator will liaise with appropriate staff and parents to identify areas of need and support with social and emotional aspects of transition. Identified students will be invited to Summer School activities at Murray Park School and they will have an increased amount of induction days where they meet staff and get involved in a variety of activities around the school.

In year 9, any student with an EHCP will discuss their KS4 options at their annual review with the dedicated Connexions officer also present. Here they will discuss all options available to the child and what courses or provisions their option choices could lead to post 16.

Post 16 transition occurs when a child is nearing the end of Year 11 where the SENDCo and staff liaise with training providers, colleges and sixth forms to discuss how needs can be met in the next phase of their education.

Post 16 provision and transition visits are completed. Students are supported with university visits where possible and on open days from our dedicated connexions officer. Support with apprenticeship applications is given. Work experience and taster days are offered to all SEND students at all levels in all key stages.

## 17. FURTHER INFORMATION?

The Murray Park School Special Educational Needs Policy offers more detail on the points contained in this report. Please refer to the school website for these documents and more information as well as the Derby City Local Offer website for EHC Plan information.

### Local Offer

The Local Offer is a range of services available to the families of children with SEND.

It helps you find services and information for 0-25-year-olds with SEN and disabilities.

### Derby SEND local offer website:

<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities>

The main categories are:

- Activities
- Health
- Education and Childcare
- Preparing for Adulthood

- EHCP
- Autism

Here at Murray Park we liaise with a number of services to provide services that best meet the needs of our students. We access: Community Paediatricians; Occupational Therapy and Health; Umbrella; STEPS; the Educational Psychology Service, CAMHS; Visual Impairment Specialists; Speech and Language Specialists; Junction 16; The Island; the School Nurse; Counselling Services and others.

## INTERACTIVE SITES

[Spell It Right](#)

[Woodlands Junior](#)

[KS3 bitesize](#)

[Brainsmart](#)

[GCSE Bitesize](#)

[My Maths](#)

## OTHER LINKS

[The British Dyslexia Association](#)

[Dyslexia Action](#)

[The Dyspraxia Foundation](#)

[The National Autistic Society](#)

[Autism East Midlands](#)

[Home Information](#) for parents and teachers on a range of special needs, especially Asperger's syndrome.

[SEBDA](#) Social Emotional and Behavioural Difficulties Association.

## LOCAL CONTACTS FOR DERBY CITY SEND TEAM:

Head of Inclusion Services/Elective Home Education - **Angela Cole**

01332 640351 [angela.cole@derby.gov.uk](mailto:angela.cole@derby.gov.uk)

SEN Assessment - Senior Inclusion Officer & SEN Team Manager - **Sue Moore**

01332 642805 [sue.moore@derby.gov.uk](mailto:sue.moore@derby.gov.uk)

Educational Psychology Service -Principal Educational Psychologist & STePs Team Manager, ASD - **Richard Lakin**

01332 641379 [richard.lakin@derby.gov.uk](mailto:richard.lakin@derby.gov.uk)

Educational Psychology Service - Senior Educational Psychologist & STePs Team Manager, Early Intervention, Hearing Impairment, Visual Impairment, Physical Impairment, Sensory Needs - **Eleanor Moore**

01332 641394 [eleanor.moore@derby.gov.uk](mailto:eleanor.moore@derby.gov.uk)

New Communities Achievement Team Co-ordinator - **Adem Repesa**

01332 640356 [adem.repesa@derby.gov.uk](mailto:adem.repesa@derby.gov.uk)

Virtual Schools Headteacher for Children in Care - **Graeme Ferguson**

01332 640341 [graeme.ferguson@derby.gov.uk](mailto:graeme.ferguson@derby.gov.uk)

Derby Parent Partnership Service - **Michelle Lowe**

01332 641414 [michelle.lowe@derby.gov.uk](mailto:michelle.lowe@derby.gov.uk)

**Sian Hubbard**

**SENDCO and Designated Senior Lead for Mental Health**



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