

BANTOCK PRIMARY SCHOOL

Policy Document For SEND

Headteacher	H Sarai
Chair of Governors	N Round
Approved Date	25.09.14/08.10.15/29.9.16/05.10.17/27.9.18/4.12.19/2.12.20

Special Educational Needs and Disability (SEND) Policy

At Bantock Primary we believe that all children have an equal opportunity to participate in a broad and balanced curriculum according to their needs, abilities and interests. We aim to remove all barriers to achievement and make every child SHINE.

SUCCEED HAPPY INSPIRE NURTURE EDUCATE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Children and Families Act 2014

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEND Code of Practice: 0 to 25 Years - Introduction xiii and xiv)

Code of Practice 2014

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth -25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENDS). All children are closely monitored, and their progress tracked each half term. Those at SENDS are additionally tracked by the SENDCo.
- There are four broad categories of SEND:
 - **communication and interaction** (e.g. autistic spectrum and language disorders)
 - **cognition and learning** (e.g. dyslexia, dyspraxia, dyscalculia; global developmental delay)
 - **social, emotional and mental health** (e.g. ADHD, attachment disorders, emotional and mental health difficulties)
 - **physical and Sensory** (e.g. cerebral palsy, visual or hearing impairments)

We have children in the majority of these categories of SEND. Around 10% of our children are either at SENDS (SEND support) or have EHC Plans (Education, Health and Care Plans). This is below the national average but means that all teachers expect to have children with SEND in their classes.

All children benefit from 'Quality First Teaching'. This means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND register are expected to make exactly the same progress as non-SEND children

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

Inclusion

All provision is based on inclusive practice enabling physical and social access and access to learning. We seek to be an inclusive school by:

- Valuing the diversity of all our pupils including children with SEND.
- Using SEND procedures to identify barriers to learning and plan appropriate action.
- Ensuring all pupils have appropriate learning targets which are challenging.
- Making appropriate provision for SEND within routine class arrangements wherever possible.
- Ensuring children with SEND are an integral part of the classroom and school community.
- Developing links with special schools to extend pupil's experience of diversity.
- Accessing specialist services for educational advice and supporting assessments
- Ensuring all staff have access to relevant training opportunities.
- Ensuring that reasonable adjustments are made to include pupils with disabilities.

The Role of the SENDCo

The designated SEND coordinator for Bantock Primary is Miss Edwards. Her role is to:

- Ensure provision for pupils with SEND is planned in the form of Provision Mapping, with the Deputy Head and Head Teacher.
- Monitor, review and evaluate the effectiveness of provision for SEND.
- Consult with parents, carers, class teachers, the Deputy Head and the Head Teacher the degree and form of involvement needed for children with SEND.
- Report regularly to the school Leadership Team.
- Provide governors with a termly report of the progress of SEND children.
- Attend SENDCo Network meetings and inform the Head Teacher and school staff of new guidance or training available.
- Identify and maintain resources for SEND and plan how these will be used to support SEND pupils in the most supportive, efficient and effective way

In relation to other staff, the SENDCO will:

- Identify and provide training needs and resources relevant to the SEND children they are working with.
- Review and monitor provisions for pupils at SEND Support or an Education and Health Care Plan
- Work with parents of SEND pupils in providing SMART targets that prioritise their educational needs and to coordinate and work alongside outside agencies in facilitating and achieving these targets.
- Ensure that curriculum planning is differentiated where appropriate to meet the needs of SEND pupils.
- Maintain and provide educational advice for children with Education and Health Care Plans (EHCPs).
- Monitor and track progress made by pupils with SEND.

Paperwork for children at SENDS (SEND support)

Once a child has been identified as needing SENDS the following paperwork is completed:

- Half-termly, at progress meetings, the waves of intervention that each child will receive is identified and recorded on a progress review. The review records the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve set targets. These targets are shared regularly with pupils and with parents at termly parent's evenings.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENDS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong, and which means that they will always need support to learn effectively

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family.

The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

What Kinds of SEND Provision Are Provided For?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

How Does Bantock Primary Know If Children Need Extra Help?

The progress of every child is monitored at pupil progress meetings through class trackers, Progress Reviews, Progress Meetings with the class teacher, Head Teacher and Deputy Head Teacher.

Where children are identified as not making progress, in spite of Quality First Teaching, appropriate support will be identified and included on the Provision Map.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who, in spite of receiving quality first teaching, shows progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our existing provision, or whether something different or additional is needed.

Children who are new to English are not classified as SEND unless there is a clear need or diagnosis. However, when a child who is learning English as an additional language makes slow progress over time in school, it is difficult to tell whether the delay is caused because they are not confident using the language, or because they have "real" learning difficulties independently of the language difference. The pupil will have an assessment (including an assessment of their learning in their own language if possible) before a decision is made to include them on the school's SEND register.

What Should I Do If I Think My Child May Have Special Educational Needs?

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENDCo.

How Will Bantock Primary Support My Child?

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group

How Will the Curriculum Be Matched to My Child's Needs?

All pupils are entitled to a broad and balanced relevant curriculum including the Early Years Foundation Stage Curriculum and the National Curriculum, as appropriate to their key stage and stage of development. These are the routes by which entitlement is met and access for all pupils is secured.

The school makes provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the child's strengths and weaknesses.

- A variety of approaches are employed to maximise the achievement of all pupils.
- Learning and teaching strategies and resources are employed.
- Alternative provision is made for a child through an assessment of their needs which seeks to provide the best educational outcomes for the individual. This could include a modified time table or Wave 1, 2 or 3 intervention.
- Uniformity of approach by all staff is made consistent through regular monitoring.

The range of resources and teaching strategies within the school are identified on the school's Provision Map. These include:

- Intervention staff with relevant training appropriate to the needs of the children identified.
- Small group work provided outside of the classroom.
- 1:1 work provided by the class teacher or support member of staff.
- Outside agency involvement working 1:1 with identified children e.g. speech and language support, specialist teacher support, counselling, etc...
- A range of resources provided to meet individual needs.
- Specialised training for all staff appropriate to the identified needs of their children with SEND.
- A working partnership with Pennfields Outreach Service

How Will I Know How Well My Child Is Doing?

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How Will You Help Me to Support My Child's Learning?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required in the Code of Practice.

We will formally notify parents when it is decided that a pupil will receive SEND support. Thereafter, parents - and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual report of the child's progress.

How Will We Evaluate the Effectiveness of SEND Provision?

We will evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress throughout the year
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress and review the impact of interventions
- Holding annual reviews for pupils with Education, Health and Care Plans

What Support Will There Be for My Child's Overall Well-Being?

All pupils complete the Stirling's Well-Being Scale questionnaire every year to identify any children who may need social or emotional support or intervention.

As a scaffold to support pupils in discussing their feelings, and therefore to develop emotional literacy, Bantock uses the visual representation of emojis. Through emojis children are able to identify and communicate a feeling that they may otherwise not be able to put into words. Through questioning, children are then supported in identifying why they are feeling this way, how to resolve any negative emotions and consider strategies to prevent these negative emotions from reoccurring.

As well as being embedded throughout the curriculum, there are a broad range of extra-curricular opportunities such as; Change 4 Life, Cooking Club, Health and Fitness Club, Gifted and Talented Football, Gifted and Talented Athletics, Allotment Nurture Group and Cool Kids to develop the health

and well-being of pupils, some of which utilise the expertise of outside agencies. Such clubs help foster a healthy lifestyle, increase resilience and encourage children to explore individual talents.

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. This may include use of "The Boxall Profile" which helps to develop a precise and accurate understanding of children's emotional and behavioural difficulties, and for planning effective interventions and support activities to address these.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment (EHA) with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS).

All children's behaviour is responded to consistently in line with our Rights Respecting Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

What Specialist Services and Expertise Are Available at Or Accessed by The School?

The SENDCO has a library of Outreach services available to meet specific needs of children with SEND, including:

Education:

City of W'ton Council Inclusion Support

Speech and Language Team (SALT)

Special Needs Early Years' service (SNEYS)

The Information, Advice and Support Service: for special educational needs and disability (formerly known as Parent Partnership)

Pennfields Outreach Service

Base 25

Education Service for Travellers (EST)

INSPIRE

Health:

Vision Impaired Team

Hearing Impaired Team

School Nurse

Occupational Therapy

CAMHS

All teams here work with our children through individual referrals made by our school or privately by parents through their GP's.

What Training Have the Staff Supporting Children and Young People with SEND Had or Are Having?

All of our teachers and support staff are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Staff have attended CPD in: Autism Spectrum Disorder, Behavioural Support, Play Therapy, English as an Additional Language, ELKLAN, Cool Kids, Catch Up Literacy, Precision Teaching, The WELL Programme and Safer Handling.

As SENDCO, Miss Edwards is currently completing the National SENDCo Award, as part of her duty.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Specialist Teachers.

How Will My Child Be Included in Activities Outside the Classroom Including School Trips?

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children. Class trips, including residential, are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

All pupils, including those with SEND are encouraged and selected to hold a variety of ambassador roles in school, such as Sports and Digital Ambassadors or lunchtime prefects in order to develop self-confidence, independence and social skills.

How Will the School Prepare and Support My Child When Joining Bantock Primary School or Transferring to A New School?

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained to ensure that children are happy and continue to make the very best progress.

Prospective children in each year group visit their new class in the summer term experiencing a range of activities that support their emotional and social development. Class teachers will have transition meetings to ensure all relevant information and paperwork relating to a child's SEND is discussed and shared.

We work closely with our local secondary schools in the Summer term to ensure a positive and effective transition for the children in Year 6 as they move into Year 7.

We also liaise closely with external agencies such as the Special Needs Early Years' Service, Social Care and SENDStart to ensure plans are in place to accommodate any pupils new to Bantock with SEND and the SENDCo will meet parents and their child/ren at an arranged induction meeting prior to the pupil/s starting at school.

All children whose EHC plan names Bantock Primary must be admitted. Furthermore, we will never refuse to admit a child who has SEND but does not have an EHC plan on the grounds that we do not think we are able to cater for the child's needs.

How Accessible Is the School Environment?

All provision is based on inclusive practice enabling physical and social access and access to learning. As a school we are happy to discuss individual access arrangements. To include children with disabilities the curriculum is modified and technology such as laptops and iPads are provided to meet their needs. The building has ramp access for the lower ground floor, a stair lift, as well as a toilet and shower for the use of disabled people and surfaces raised or lowered for access.

We use a wide range of learning resources such as progressive learning strategies and learning walls. Our school uses a range of communication methods to ensure information is accessible.

Large print resources, internal signage, pictorial or symbolic representations would be made available dependent on the needs of the child. PECS (Picture Exchange Communication System) is used for some pupils.

The school's Accessibility Plan can be found by clicking on the following link: <https://www.bantockprimaryschool.co.uk/policies.html> whilst paper copies can also be requested from the school office.

How Are the School's Resources Allocated and Matched to Children's Special Educational Needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year. Resources may include deployment of staff depending on individual circumstances. Support staff have been trained to deliver specialised interventions

How Will I Be Involved in Discussions About and Planning for My Child's Education?

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the class teacher
- During parents evening
- During discussions with the SENDCo and/or other professionals

Who Will I Contact for Further Information?

If you wish to discuss your child's Special Educational Need or want to speak to a member of staff, the school can be contacted on 01902 558710.

Head Teacher: Mrs H. Sarai

Deputy Head: Mr J. Thomas

SENDCo: Miss R. Edwards

Complaints About SEND Provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaint policy.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring Arrangements

This SEND Information Report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board annually.

SEND Information Report (Local Offer)

The purpose of the SEND Information Report is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Bantock's SEND Information Report along with this policy is available to view at <http://www.bantockprimaryschool.co.uk/SEND-information-report.html>

Alternatively, Wolverhampton's SEND Information Report can be viewed at:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Head Teacher will provide financial details of the arrangements for allocation and monitoring of funds for the provision of Special Educational Needs under 161 of the 1993 Act and Statements.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

SEND Admission Arrangements

The School Admissions Code 2014 sets out the mandatory requirements relating to admission to all maintained schools in England, except maintained special schools.

Legislation governing infant class sizes prevents schools from admitting more than 30 pupils between the ages of five and seven to a class with a single teacher.

However, certain pupils can be considered 'excepted pupils' for the purpose of the limit and can be admitted even where this would mean exceeding the 30-pupil maximum. Such pupils include:

- Those with EHC plans which name the school who are admitted outside the normal admissions round
- Children with SEND who are normally taught in an SEND unit attached to the school or in a registered special school and attend some infant classes within the mainstream school

In paragraph 1.6, the Code notes that admission authorities are under a duty to outline the "criteria against which places will be allocated" when the school is oversubscribed. It adds that these oversubscription criteria must not discriminate against or disadvantage children with disabilities or those with SEND.

Furthermore, a school must not refuse to admit a child who has SEND but does not have an EHC plan on the grounds that they do not think they are able to cater for the child's needs.

Pupils with EHC Plans

All children whose education, health and care (EHC) plan names the school must be admitted. A school is required to admit the pupil from the moment it is named on the EHC plan. Any specific arrangements to cater for the pupil's needs must be put in place as soon as possible, but the school may not delay admitting the pupil in order to make these arrangements.

A school must be consulted before it is named on a pupil's plan. If the school has any concerns about accommodating the pupil's needs or preparing for his/her transfer to the school, it should raise these during the consultation period.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

INITIAL CONCERNS CHECKLIST

Pupil name: _____

D.o.B: _____

Class: _____

Date completed: _____

Please highlight the general areas of development causing concern			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & SENDsory

Please highlight specific factors affecting the child's educational development:	
<p>Learning Skills:</p> <ul style="list-style-type: none"> Attention to task Comprehension of tasks Completion of tasks Interest in tasks Age appropriate skills Confidence in attempting tasks Gross/fine motor skills 	<p>Response to Teaching Style:</p> <ul style="list-style-type: none"> Ability to work well in a group Ability to take responsibility for own work Motivation one to one Maintenance of motivation in group/class Working independently Organisation of possessions Asking for help
<p>Social Skills:</p> <ul style="list-style-type: none"> Relationships with other pupils Relationships with other adults Attention seeking / withdrawn Co-operation Self-control Play times Regular attendance Home/school co-operation 	<p>Subject Competence:</p> <ul style="list-style-type: none"> Speaking (first language -) Listening Reading Comprehension Writing Spelling Numeracy Other:

Provision/strategies/resources already implemented through Quality First Teaching:
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Upload to LP: Staff>Inclusion>Initial Concerns

Record of Parental Contact - SEND

<i>Pupil name</i>		<i>Class</i>	
<i>Date and time of contact</i>			
<i>Name of Parent(s) / Carer(s)</i>			
<i>Name of member(s) of staff</i>			

Contact initiated by: parent / carer / member of staff named above
(Underline as appropriate)

Main subject of conversation / meeting

Agreed points of action (by whom)

Copy to: File
Form tutor
Head of year
Other (name)

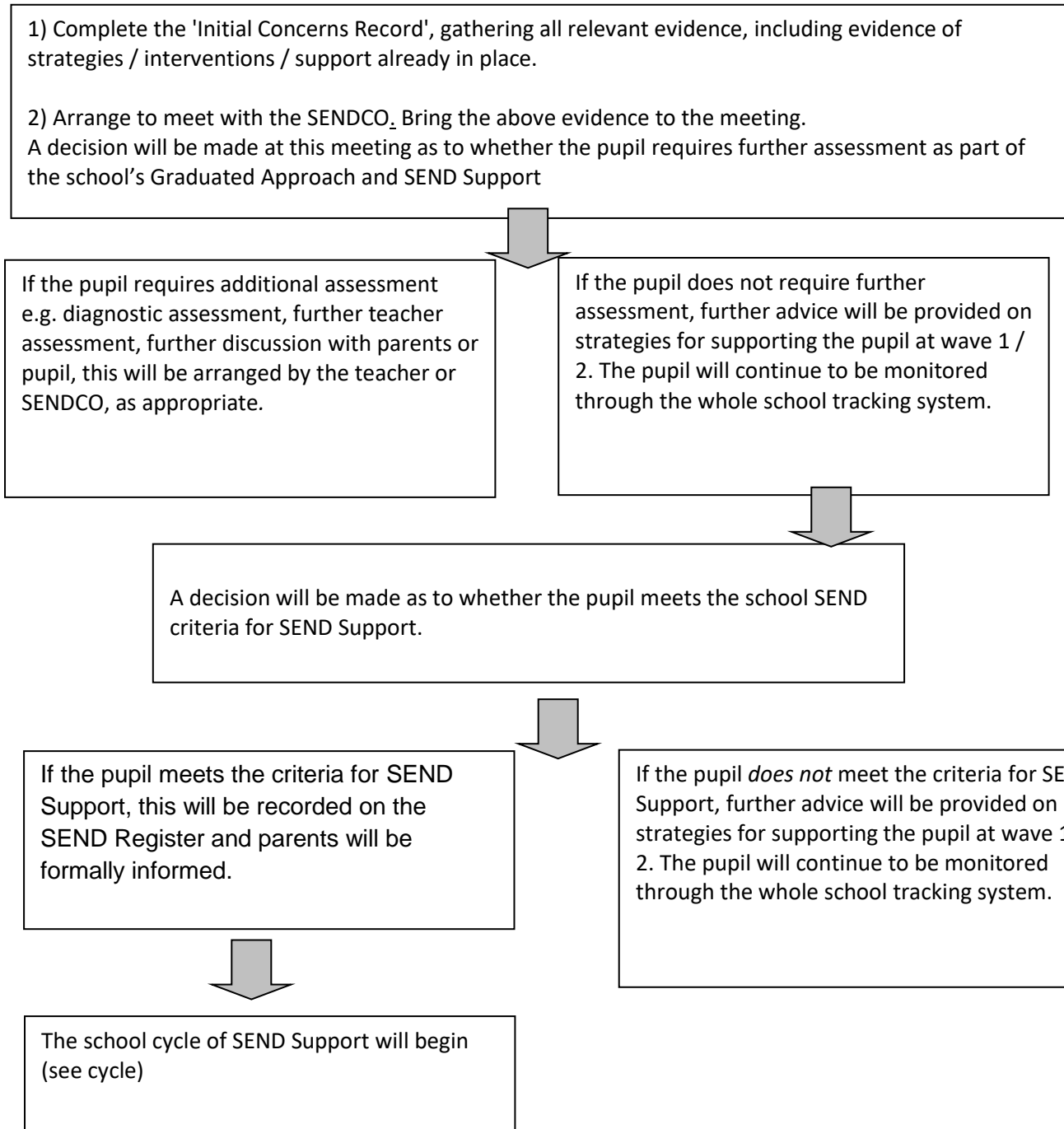
Upload to LP: Staff>Inclusion>Record of Parental Contact

Making decisions about the new Graduated Cycle and SEND Support: Advice for all staff

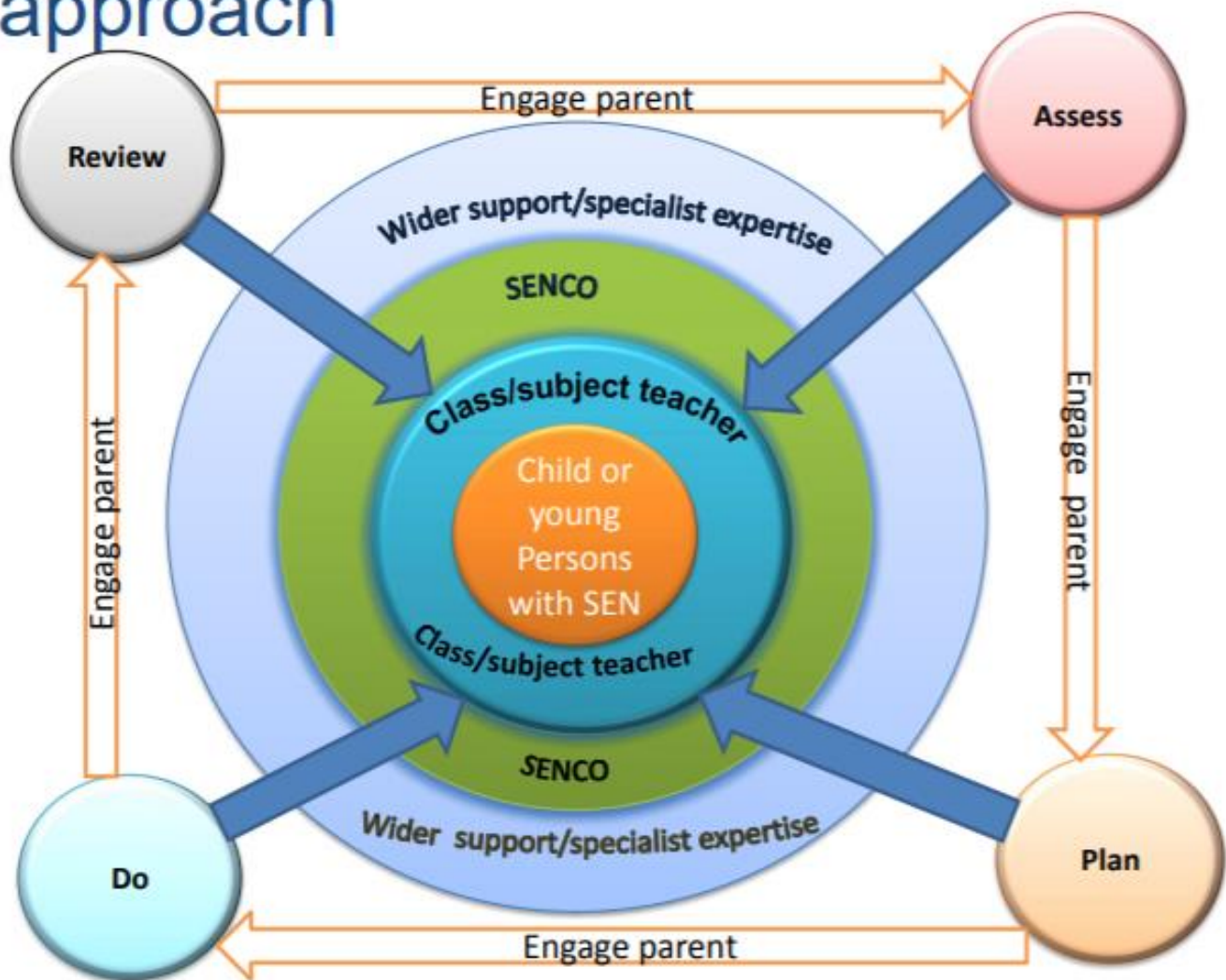
Please read alongside the Graduated Approach Cycle

Our aim is for pupils needs to be identified as quickly and accurately as possible. Usually most pupils with SEND have been identified before or on entry to secondary school and appropriate steps have been taken to meet their needs. However, if you have concerns about a pupil not already identified, the following guidance sets out the steps to be taken.

When you have concerns about a pupil whom you think may have Special Educational Needs:



3. The reform vision: A whole school approach



SEND Policy 2020-2021			
		Read and Understood - Sign	Date – Read by 20.11.20
1.	AUJLA Baldes	B Aujla	17.11.20
2.	AUJLA Gursharon	G Aujla	23.11.20
3.	BANSAL Virinder	V Bansal	23.11.20
4.	BOYDELL Ashleigh- maternity		
5.	CAMPBELL Coreen	C CAMPBELL	17.11.2020
6.	CHAPPELL Karen	K. Chappell	18.11.2020
7.	CHRISTIE Barbara	B Christie	19/11/20
8.	COLLINS Mellisa	M Collins	20.11.20
9.	COOPER Debra	D Cooper	18.11.20
10.	CRAZE Luke	L Craze	17.11.2020
11.	EDWARDS Rebecca	R.Edwards	16.11.20
12.	FROST Christina	C..Frost	17.11.20
13.	FULLARD Daniel	D Fullard	22.11.20
14.	JHALLI Reena	R. Jhalli	20.11.20
15.	KAMBO Natasha	N.Kambo	17.11.20
16.	KHAN Ameena	Am.Khan	20.11.20
17.	KHAN Anjum	A.Khan	18.11.20
18.	KHAN Shabnam	S.Khan	18.11.20
19.	LEGG Harley	H Legg	22.11.20
20.	LEWIS Emma	E.Lewis	17.11.20
21.	McENTEE Rachel	R McEntee	20.11.20
22.	MIRZA Rhasina	R.Mirza	20.11.20
23.	NEWTON Nicola	N Newton	19.11.20
24.	NOCK Emily	E.Nock	17.11.20
25.	PATEL Bharti	B.Patel	16.11.20
26.	PEATE Louise	L Peate	22.11.20
27.	PENN Hannah	H Penn	17.11.20
28.	PICKFORD Liz	L.Pickford	18.11.2020
29.	RAM Kuldeep	K. Ram	20/11/2020
30.	SAHOTA Baljit	LOA	
31.	SARAI Harvey	H K Sarai	16.11.20
32.	SHILVOCK Jodie	Jshilvock	20/11/20
33.	SIDHU Sukhraj	S.K.Sidhu	17.11.20
34.	SIMKIN Thomas	T.Simkin	17/11/20
35.	STUBBS Oliver	O Stubbs	20.11.20
36.	THOMAS Jez	J Thomas	16.11.20
37.	WESTWOOD Aimee	A westwood	19/11/20
38.	WESTWOOD Christina - maternity		
39.	WHYATT Harriet	H Whyatt	23.11.20
40.	Nicola Round – Chair of Governors		
41.	Christina Gibbon – Vice Chair of Governors		
42.	Julie Cockburn – Governor		
43.	Yuvender Prashar – Governor		
44.	Aasya Rashid – Governor		
45.	Zoe Walker - Governor		