



The Netherhall Learning Campus and The Creative and Media Studio School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) & INCLUSION POLICY

Created: June 2022
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Responsible Officer: Governors and Senior Leadership Team Responsible
Next Review due: May 2026

Review	Date of Approval	Version Approved	Approved by	Comments and amendments
20.06.2023	04.07.2023	2.0	Governing body	Responsible Governor to be updated following AGM
21.06.2024	15.07.2024	3.0	Governing body	Changes highlighted in yellow. SM/SG
23.04.2025	12.05.2025	3.1	Governing Body	Updated staffing ANP changed to Pupil Passport

Special Educational Needs and Disability Policy

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25, 2015 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEND information on the school website (SEND Report)
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Campus SENDCO's (Sarah Greenwood, Trish Hudson, Sayward Morley), Governing Body, parents, families, etc.

Policy Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014 and the 2010 Equality Act.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a campus wide approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model).
4. To ensure that parents/carers have a clear understanding of how our schools support children and young people with SEND, and their own involvement in this.
5. To provide an appropriately qualified and experienced SENDCO in post in each school who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.
7. To ensure quality first teaching, where all teachers working with our children are responsible for meeting the needs of the students they teach.
8. To ensure our governors have responsibility for monitoring that all schools within the campus implement its Special Education Needs and Disabilities Policy.

Our Campus Vision

- To provide a safe and secure place to learn
- To provide a caring and welcoming environment for all to work together to create an inclusive and supportive environment which helps students become informed, confident, independent, involved and responsible citizens
- To encourage self-esteem, independence and emotional intelligence
- To provide a variety of fun, stimulating, quality learning experiences which enable all learners to reach their full potential
- To provide a balanced, broad and differentiated curriculum, which is equally accessible to all, and which encourages learners to develop knowledge, skills and understanding
- To value and respect all, in our community and beyond, creating a caring community whose basis is tolerance, understanding and concern for other people
- To encourage perseverance and a positive attitude to learning
- To encourage healthy, safe life choices
- To build strong effective relationships with all in our community
- To create firm foundations for the future, as individuals and citizens, leaving students at the end of their formal and full-time education with an appetite for acquiring further knowledge, skills and awareness throughout their lives

Our Campus SEND Values

- Our schools are highly inclusive. Pupils feel safe, secure, valued and respected. As we have an encouraging, positive and supportive atmosphere everybody is given the opportunity to develop their personal learning, access appropriate support, and begin to learn from each other.
- We focus on the early identification of additional needs to enable our pupils have appropriate support in place in order to remove barriers to learning at the earliest opportunity.
- All pupils have equal access to the curriculum, resources and support, appropriate to their needs. We want everyone to feel successful and have their success recognised and celebrated.
- High quality, inclusive teaching ensures that planning and implementation meets the needs of ALL pupils, and builds in high expectations for ALL pupils, including those with SEND.
- Our teachers' have the enthusiasm and supportive attitude that engage and motivate learners which ensure pupils progress and allows pupils to overcome any barriers to learning.
- Our teachers use individual support strategies and we provide access to additional, targeted teacher input and SEND intervention where needed.
- We track the progress of our pupils through a range of methods including standardised testing and SEND assessments to ensure progress and identify gaps in learning or difficulties early so that the right individualised support can be put in place.
- We value and encourage parent and carer involvement to work as partners to provide the best support for the learning and well-being of our SEND pupils
- We work closely with experts and outside professionals to gain advice on how to support our SEND pupils as part of a graduated approach to continually 'Assess, Plan, Do, Review' the support and interventions in place for our SEND Learners.

Definition of Special Educational Needs and Disability

The SEND Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, special educational provision is that provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

This SEND policy details how Netherhall Learning Campus and the Creative and Media Studio School will do its best to ensure that the necessary provision is made for any pupil who has SEND and those needs are made known to all who are likely to teach them. Netherhall Learning Campus and the Creative and Media Studio School will use its best endeavours to ensure that teachers in each school are able to identify and provide for those pupils who have SEND to allow them to join in with activities together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Netherhall Learning Campus and the Creative and Media Studio School will have regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of any decision that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Netherhall Learning Campus recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes as appropriate, depending on their age and ability to do so.

A Graduated, inclusive, Whole School Approach to SEND Support

Principles of inclusive education

1. Inclusion is a process by which our campus, local authorities and others develop their cultures, policies and practices to include students;
2. With the right strategies and support all students with Special Educational Needs and Disabilities can successfully be included in mainstream education;
3. An inclusive education service offers excellence and choice which incorporates the views of parents and students;
4. The interests of all students must be safeguarded;
5. The schools within our campus, local authorities and others should seek to remove barriers to learning and participation;
6. All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
7. Mainstream education will not always be right for every student all of the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the student from being included successfully at a later stage.

The role of the teacher.

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality first teaching. The whole school Additional Needs Pathways are centred on a cycle of assess, plan and review and this begins with quality first teaching, including key differentiation techniques and strategies (all that are recorded and reviewed in line with the whole school data collection procedures) in every classroom, to referring students who may present as a cause for concern to the additional needs teams where further intervention may be sought.

Identification, Assessment and Provision

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching:

- All teachers are teachers of children with SEN and as such should have an excellent knowledge of the children in their class and their differing abilities. Work should be suitably matched to each child's abilities. Support staff work with the class teacher when identifying the different ways in which support may be given.
- The expectations of Quality First Teaching at Netherhall Learning Campus include: High quality teaching, high expectations, differentiated working, and teacher accountability for progress. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Regular monitoring of lesson plans, book and work scrutinies help Senior Leaders to evaluate the impact of Quality First Teaching.

Progress tracking, results of assessments and concerns expressed by staff and parents also help in the identification of children at risk of falling behind or highlight other factors that might be impacting upon progress and well-being.

Every child/young person on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs.

Provision

Each school on the Netherhall Learning Campus and the Creative and Media Studio School will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established. If the child already has an identified special educational need, this information should be transferred from their previous setting and the SENDCO and the child's class or subject teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. In order to help children who have special educational needs, a graduated response will be adopted that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. A record will be kept of the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that these records are kept and available as needed. If a child is referred for a statutory assessment, the LA will be provided with a record of the child's work including the arrangements that have already been made.

Netherhall CCI Additionally Resourced Provisions (ARPs)

Each school has an Additionally Resourced Provision supporting the needs of pupils with Complex Communication and Interaction needs.

The Netherhall Infant Additionally Resourced Provision is a 12 place provision.

The Netherhall Junior Additionally Resourced Provision is a 12 place provision.

The Netherhall Infant Additionally Resourced Provision is a 20 place provision.

Our aim is for these provisions to be an outstanding centre of excellence for pupils and we have a skilled team of staff on hand to support pupils with complex communication and interaction needs in achieving success every step of the way.

A place in our specialist provisions could be requested if the child has an EHCP.

Any child in our mainstream schools would have to go through the same process as all other pupils in Kirklees in order to access support from the resourced provision team. There is no shortcut for pupils in our school to access the resourced provision. The fastest way for children to get the support they need is for their current school to make a referral to the Kirklees Outreach team.

Any parent wanting to consider this as a provision for their child must in the first instance speak with their current school setting about scheduling an EHCP review and requesting a change of placement to our Additionally Resources Provision.

The role of the SENDCO

Each school on the Netherhall Learning Campus has an appointed SEND Coordinator (SENDCO) who has completed the National Award for SEND. Each SENDCO's responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for children with special educational needs, including the graduated approach
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Ensuring that plans are put in place to fully meet the special educational needs of our children including co-ordinating additional adult support, timely targeted interventions and putting additional provisions in place so that children can achieve their specific, individual targets outlined in their Pupil Passport/MSP or EHCP plan.
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support, educational psychology services, health and social services, and voluntary bodies.

Monitoring and Evaluation of SEND progress

Monitoring and evaluating the progress and needs of children with a SEN takes place on a daily basis within every classroom. This may take the form of informal observations, input from parents and children and informal assessments. More formal monitoring and evaluation takes place every half term (primary phase) or in line with school data capture points (secondary phase). This will include reviewing progress data and other assessments. Results are entered onto our school monitoring system and then evaluated. This highlights any children who have met targets and any that may require further support.

Any additional interventions put in place are reviewed regularly and the review includes, where possible, all involved relevant professionals within school, parents, pupil views and any other relevant professionals. Targets are set for children who follow a programme recommended by an outside agency. These targets are reviewed and evaluated once a programme is complete. Further input from the agency involved may be required and new outcomes agreed.

Progress can be measured in a range of ways including:

- closing the attainment gap in relation to peers
- prevention of the attainment gap becoming wider
- small step progress based on the child or young person's previous baseline
- demonstration of new skills

- improved self – confidence, independent learning and/or behaviour
- progress towards identified outcomes

The purpose of any review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress), provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed. Any area for which the pupil has made progress should be recognised, celebrated and either the outcome agreed as achieved or provision amended to support continued progress. Any area for which the pupil has not made progress, this should be analysed in relation to what else could be provided to support progress, if approaches, resources or strategies need to change or whether further assessments of need, need to be undertaken in order to ensure an improved understanding of the child or young person's needs and therefore the provision required to support this. Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils

SEND Need

When a class teacher or the SENDCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Additional Needs. The triggers for intervention through Additional Needs will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Shows signs of being unable to self-regulate their own emotions and/or behaviour;
- Presents persistent emotional or behavioural difficulties which are not impacted and improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENDCO and the child's class teacher/Head of Year will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- Different learning materials or special equipment
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment
- External support-Outreach.

Pupil Passports and My Support Plans (MSP)

Strategies employed to enable the child to progress will be recorded within a Pupil Passport/My Support Plan (MSP). The Pupil Passport/MSP will include information about:

- The strengths and difficulties of the child;
- The short-term/long term targets set for the child;
- The provision to be put in place;
- The teaching strategies to be used;
- Any additional, short term interventions that will be put in place for the child;
- When the plan is to be reviewed;
- Outcomes (to be recorded when ANP/MSP is reviewed).

The Pupil Passport/MSP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual SMART targets that match the child's needs and have been discussed with the child and the parents.

The Pupil Passport /MSP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

During the review of the Pupil Passport /MSP, per the graduated response, school may feel it necessary to request additional support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents. This may be due to outcomes not being met.

The external support services, will usually see the child so that they can advise teachers on new Pupil Passport /MSPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for external agency support will be that, despite receiving individualised support under the Pupil Passports /MSP, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has social, emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

When the help of external support services is sought, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Pupil Passport/MSP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Pupil Passport /MSP continues to be the responsibility of the class teacher.

School request for a statutory assessment – Education, Health and Care Plan (EHCP)

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young

person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP). The EHCP will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Where a request for an assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through the MSP.

This information may include:

- Pupil Passports or My Support Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child (where appropriate) and involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs Education, Health and Care Plan

Statutory assessment involves consideration by the LA, working co-operatively with parents, school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for the assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan.

An Education, Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify clear long term and short term outcomes that the students will work towards with support
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision
- Show a clear picture of joint collaboration of agencies and how they will work together to achieve the specified outcomes for the young person

All children with an Education, Health and Care Plan will have short term and long term targets set for them that have been established after consultation with parents. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions

recorded in the EHCP will continue to be the responsibility of the class teacher and will be overseen by the SENDCO.

Annual review of an Education, Health and Care Plan

All Education, Health and Care Plan's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Education, Health and Care Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The review should consider the progress made against all outcomes identified on the Education, Health and Care Plan.

At the review in Year 2 the aim should be to give clear recommendations as to the type of provision the child will require at the junior stage and in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. During secondary school students will have a transition review in Year 9 as they begin their GCSE courses and then again in Year 11 as they move on to college or some form of further education provision. It will then be possible for the parents to visit schools and to consider appropriate options within the similar timescales as other parents. The SENDCO of the receiving school, college or provision should be invited to attend the final annual review of pupils with Education, Health and Care Plan, to allow the receiving school to fully understand a child's special educational needs and to ensure appropriate plans are put in place for the beginning of the new school year. This will enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Supporting Pupils at School with Medical Conditions

At Netherhall Learning Campus we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2015) is followed.

Also see Campus Medical Policy.

Monitoring and Evaluation of SEND

At Netherhall Learning Campus we have a rigorous quality assurance cycle in place and this includes the monitoring, reviewing and evaluation of our SEND procedures in place.

Our monitoring and Evaluating Procedures include:

- Student voice that focuses on the quality of provision and support in place;
- Parent voice that focuses on the quality of provision and support in place;
- Personalised learning guides for each individual students with either an Education, Health and Care Plan in place where specific support strategies are identified;
- Detailed reviews of work in lessons, including the quality of marking, feedback and development;
- All the information that is gathered throughout our rigorous quality assurance is used at feedback to implement next steps forward for our provision.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

Roles and Responsibilities

- The SEND Governor meets with the SENDCO regularly and monitors the progress of pupils/students with SEND
- The school employs a number of support staff. They carry out a range of roles across the school including personalised support for students and facilitating interventions where appropriate that

are line managed by the SENDCO's in each phase. They work closely with the class/subject teachers who oversee their work and plan with them.

Key Staff Netherhall Learning Campus:

Governing Body

SEND Governor	Liz Godman
Principal	Michael Kent
Head Teacher Infant Phase	Kirsty McGrath
Head Teacher Junior Phase	Zoe Lowe
Head Teacher Secondary Phase	Heather Johnson

High School Assistant Head teacher/SENDCO

Sayward Morley: National Award for SEND (NASENDCO award)

Matt Robson: Secondary ARP Teacher in Charge

Junior School Assistant Head teacher/SENDCO

Trish Hudson: National Award for SEND (NASENDCO award)

Infant & Nursery Assistant Head teacher/SENDCO/Primary ARP lead

Sarah Greenwood: National Award for SEND (NASENDCO award)

The Designated Teacher's for Safeguarding are:

- Ruth Dickinson - Safeguarding officer
- Zoe Lowe - Primary Phase (Juniors)
- Kirsty McGrath - Primary Phase (Infants)
- Duncan Richards - Secondary Phase
- Sam Diskin - Secondary Phase

The members of staff responsible for Looked After Children are:

- Sam Diskin - Secondary Phase
- Trish Hudson - Primary Phase (Juniors)
- Sarah Greenwood - Primary Phase (Infants)

The members of staff designated to managing the school's responsibility for meeting the medical needs of pupils/students are:

- Sayward Morley - Secondary Phase
- Trish Hudson - Primary Phase (Juniors)
- Sarah Greenwood - Primary Phase (Infants)