



St Lawrence Primary School SEND Information Report 2026-2027



	Questions	School Response
1	What types of SEND do we provide for?	At St Lawrence Primary School, we are proud to be an inclusive mainstream primary school for children in Reception to Year 6. We are committed to ensuring that every child feels valued, supported and able to thrive within our school community. Our vision is to help every child flourish and fly through a nurturing environment underpinned by our values of aspiration, resilience, teamwork and kindness. We support children with a wide range of special educational needs and disabilities (SEND). These may fall within one or more of the four areas of need identified in the SEND Code of Practice: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health (SEMH) • Sensory and/or Physical Needs One of the most common areas of need is Speech, Language and Communication Needs (SLCN), and we have experience in supporting children with a variety of communication, learning, social, emotional and physical needs. We recognise that every child is unique. Rather than focusing solely on a diagnosis, we seek to understand each child's individual strengths, needs and aspirations so that barriers to learning can be identified and appropriate support put in place.

		Support may be provided through high-quality adaptive teaching, targeted interventions, nurture provision within our Hub, ELSA support, emotion coaching approaches, Forest School opportunities and access to our sensory garden. Where appropriate, we also work with a range of external professionals to ensure children receive specialist advice and support. We work closely with parents and carers throughout this process as we believe that strong partnerships between home and school are essential to helping children succeed. As an inclusive mainstream school, our aim is to ensure that all children are fully included in school life, develop confidence and independence, and achieve their full potential academically, socially and emotionally.
2	How will staff support my child?	At St Lawrence Primary School, we believe that all teachers are teachers of children with SEND. The class teacher has the primary responsibility for ensuring that all children can access learning, make progress and feel included within the school community. Our starting point is always high-quality teaching and adaptive classroom practice. Teachers carefully plan lessons to meet the needs of all learners and make reasonable adjustments where needed. Many children make good progress through these adaptations alone. The progress and wellbeing of all children are monitored regularly. Class teachers meet with the SENDCo during termly pupil progress meetings to discuss children's attainment, progress and any emerging concerns. If a teacher is concerned about a child's progress or development, they may seek advice from the Inclusion Team through our referral process. At this stage, additional strategies and adjustments may be recommended and monitored within the classroom. Where a child requires support that is additional to or different from that normally available through universal classroom provision, parents will be involved in discussions about the next steps. We follow the graduated approach of Assess, Plan, Do, Review, ensuring that support is carefully matched to a child's individual needs and regularly evaluated. Additional support may include: • Speech, language and communication programmes, including Language Link

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| | <ul style="list-style-type: none">• Phonics, literacy and spelling interventions• Sensory circuits• Nurture provision• Emotional literacy support from a trained ELSA• Support from external professionals where appropriate |
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Our Inclusion Team is led by the Vice Principal, who is also the SENDCo, and works closely with our Early Years lead, Higher Level Teaching Assistants (HLTAs), SEND Learning Support Assistants, Pastoral Lead, Home School Link Worker, and wider school staff to ensure children receive the support they need.

Children receiving SEND Support have an individual Learning Plan which is reviewed and shared with parents three times a year. These pupils also have a Pupil Passport which is reviewed annually and shared with staff to ensure effective strategies are used consistently across the school. Parents are invited to discuss their child's progress at Parents' Evenings and can meet with the SENDCo throughout the year, including during review meetings.

Where specialist advice is needed, we work closely with a range of external professionals, including Specialist Teachers for Inclusive Practice (STIPS), Speech and Language Therapists, THPT Outreach Services and Woodlands School Outreach. This enables us to ensure that support remains responsive to each child's needs.

We regularly review the impact of all support and interventions. If an approach is not helping a child make the progress we would expect, we will work with the child, their family and relevant professionals to identify alternative strategies and provision.

3	How will the curriculum be matched to my child's needs?	At St Lawrence Primary School, we believe that all children should have access to a broad, balanced and ambitious curriculum. Our starting point is that children with SEND learn alongside their peers and access the same curriculum wherever possible. We make adaptations to the way learning is taught so that children can be successful and make progress from their individual starting points. Teachers are responsible for planning and delivering lessons that meet the needs of all learners. They use their knowledge of each child, alongside information from Pupil Passports, Learning Plans and assessment data, to adapt learning and remove barriers to participation. Across the school, our universal offer includes: • High-quality modelling and worked examples • Carefully planned scaffolding to support understanding and independence • Visual timetables in every classroom • Explicit teaching of key vocabulary • Regular recall and retrieval activities to strengthen learning and memory • Clear questioning to check understanding and deepen thinking • Consistent classroom routines and expectations • Our "Show Me 5" approach to support listening, attention and engagement As Speech, Language and Communication Needs are one of the most common areas of need within our school, teachers use visual supports and Widgit symbols consistently across the curriculum. Staff also utilise approaches such as Colourful Semantics to support understanding, vocabulary development and sentence construction. As part of The Howard Partnership Trust, many curriculum resources are developed collaboratively across the Trust. These resources are designed with accessibility in mind and include clear layouts, visual supports, modelling and worked examples to help all learners access new concepts successfully.
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4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	At St Lawrence Primary School, we believe that strong partnerships between home and school are essential in helping children achieve their full potential. We aim to communicate regularly with parents and carers and work together to celebrate successes, identify barriers and plan the next steps in learning. Class teachers continually assess children's progress through day-to-day teaching, observations, classwork and formal assessments. In addition, children's attainment, progress and wellbeing are discussed during termly pupil progress meetings between the class teacher and SENDCo to ensure that any concerns are identified and addressed promptly. If your child is receiving SEND Support, they will have a Learning Plan which outlines their individual targets, support strategies and desired outcomes. Learning Plans are reviewed and shared with parents three times a year, providing an opportunity to discuss progress, agree next steps and contribute to future targets.

		All pupils receiving SEND Support also have a Pupil Passport, which is reviewed annually. The passport captures your child's strengths, aspirations, interests, areas of need and the strategies that help them learn best. We value pupil voice and ensure that children are involved in contributing to their passport wherever appropriate. Parents and carers are invited to attend Parents' Evenings throughout the year and have regular opportunities to meet with the SENDCo to discuss progress, support and any concerns. We operate an open-door approach and encourage parents to contact their child's class teacher in the first instance if they have any questions or concerns about their child's learning or wellbeing. Where appropriate, we will share strategies, resources and practical ideas that can be used at home to support learning. This may include support with reading, phonics, communication, emotional regulation, organisation or learning targets. We believe that children make the greatest progress when home and school work together consistently. For children with an Education, Health and Care Plan (EHCP), annual review meetings are held to evaluate progress towards outcomes, celebrate achievements and agree future priorities. Parents, pupils and professionals involved with the child are invited to contribute to this process. Throughout all discussions, we focus on understanding each child's strengths as well as their needs, ensuring that support is personalised and meaningful.
5	What support will there be for my child's overall well-being?	At St Lawrence Primary School, we recognise that children learn best when they feel safe, valued and supported. Promoting positive mental health, emotional wellbeing and a sense of belonging is central to our approach, and we are committed to helping every child develop the confidence, resilience and independence they need to thrive. We take a relational and restorative approach to behaviour and relationships. We recognise that behaviour is a form of communication and seek to understand the underlying need behind behaviours, rather than simply responding to the

		behaviour itself. Through positive relationships, clear expectations and consistent routines, we aim to help children feel secure and successful in school. All staff use Emotion Coaching and Zones of Regulation approaches to help children identify, understand and manage their emotions. Where children require additional support, this may be provided through: • ELSA (Emotional Literacy Support Assistant) interventions • Nurture provision within our Hub • Support from our Pastoral Lead, who is trained as a Mental Health First Aider • Small group or individual wellbeing support • Access to our sensory garden • Social and emotional development activities tailored to individual needs If a child becomes dysregulated, our priority is to help them feel safe. This may involve support from a trusted adult or access to a calm, supportive space. Staff work with the child to understand the reason for their distress and identify strategies that will help them regulate and return to learning successfully. Several staff are trained in PRICE approaches to support children safely during periods of heightened anxiety or distress. Where behaviours become a regular barrier to learning, we will work closely with parents and carers to develop an individual support or behaviour plan. We place great importance on listening to children's views. Every classroom has a worry box, pupils can share their ideas through the School Council, and we regularly gather pupil voice through surveys and discussions. We believe that children should play an active role in decisions about their support and wellbeing. Attendance is monitored carefully by school leaders, including the Principal and SENDCo, who meet regularly to review attendance, wellbeing and any barriers to school engagement. Our Home School Link Worker works closely with families to provide support where needed. Where attendance becomes a concern, we work with families to identify and address any barriers, and we check in on children who are absent to ensure they remain connected and supported.
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		Our Home School Link Worker also supports families with wellbeing concerns and access to early help services, helping families access the right support at the right time. We believe that strong partnerships between home and school are essential in promoting positive outcomes for children. We support children with medical needs through Individual Health Care Plans (IHCPs), ensuring that staff understand and can meet their needs safely and effectively. We are committed to maintaining a culture of kindness, respect and inclusion for all members of our school community. Our anti-bullying procedures form part of our Respectful Relationships and Behaviour approach, and we take any concerns regarding bullying seriously, working quickly with children and families to resolve issues and restore positive relationships.
6	What specialist services and expertise are available at or accessed by the school?	At St Lawrence Primary School, we are committed to ensuring that children receive the support they need to achieve their full potential. We recognise that some children benefit from specialist advice and support, and we work closely with a range of professionals to ensure that needs are identified and supported effectively. Our SENDCo is also the Vice Principal and works closely with staff, families and external professionals to coordinate support for children with additional needs. The Inclusion Team includes our Early Years Teacher, Home School Link Worker, Higher Level Teaching Assistants (HLTAs), SEND Learning Support Assistants, Pastoral Lead and trained ELSA practitioner. We have experience in supporting children with Speech, Language and Communication Needs (SLCN), alongside a range of learning, social, emotional and sensory needs. We are committed to developing staff knowledge and skills so that support remains responsive to the needs of our pupils. Within our staff team, we have colleagues trained in:

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| | <ul style="list-style-type: none">• Emotional Literacy Support (ELSA)• Mental Health First Aid• PRICE approaches to support children safely during periods of heightened anxiety or distress• Communication-friendly approaches to support speech, language and communication development |
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Where additional specialist advice is required, we work closely with external professionals, including:

- Specialist Teachers for Inclusive Practice (STIPS)
- Speech and Language Therapists (SaLT)
- Educational Psychologists, where appropriate
- Occupational Therapists, where appropriate
- THPT Outreach Services
- Woodlands School Outreach
- Family Help and other support services when required.

Parents and carers are always involved in decisions regarding referrals and specialist support. We value their knowledge of their child and work collaboratively to ensure recommendations are implemented effectively.

As part of The Howard Partnership Trust (THPT), we also benefit from access to expertise across a network of primary, secondary and specialist schools. This provides opportunities for staff training, outreach support and the sharing of best practice, helping us to continually develop our provision for children with SEND.

Where specialist recommendations are made, staff work closely with families and professionals to implement, monitor and review support so that it remains effective and responsive to each child's individual needs.

7	What training are the staff supporting children and young people with SEND had or are having?	At St Lawrence Primary School, we are committed to ongoing professional development so that all staff have the knowledge, skills and confidence to support children with SEND effectively. We believe that inclusion is everyone's responsibility. As a result, our staff training is delivered through an inclusion lens and is designed to strengthen high-quality teaching for all pupils. Much of our professional development aligns with the Education Endowment Foundation (EEF) guidance on inclusive practice and focuses on ensuring that children can access learning through effective classroom teaching and adaptive practice. Our staff receive regular training and updates on SEND through staff meetings, professional development sessions and collaboration across The Howard Partnership Trust (THPT). Training is carefully planned to reflect the needs of the children in our school and to ensure that staff can implement evidence-informed strategies consistently. Current expertise within our staff team includes: • Emotional Literacy Support Assistant (ELSA) training • Mental Health First Aid training • PRICE training to support children safely during periods of heightened anxiety or distress • Communication-friendly approaches to support speech, language and communication development • Phonics training • Early Years SEND and inclusion training As Speech, Language and Communication Needs (SLCN) are one of the most common areas of need within our school, staff work closely with Speech and Language Therapists. Some teaching assistants receive direct training and coaching from therapists to enable them to deliver specialist programmes and interventions effectively.
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		As part of The Howard Partnership Trust (THPT), staff benefit from trust-wide training, networks and specialist expertise. This includes curriculum training in English and Mathematics, where inclusion and accessibility are embedded within curriculum design, teaching approaches and classroom practice. We are committed to continually developing our expertise. This year, two members of staff are beginning the NPQ SENDCo qualification, and one member of staff is completing the qualification. This further strengthens our capacity to support children with SEND and drive inclusive practice across the school. We regularly review our training needs and work with specialist professionals and Trust colleagues to ensure that staff remain up to date with current research, guidance and best practice. Our aim is to ensure that every child receives high-quality support from knowledgeable and confident staff who understand their needs.
8	How will my child be included in activities outside the classroom including school trips?	At St Lawrence Primary School, we are committed to ensuring that all children can participate fully in all aspects of school life. We believe that educational visits, enrichment activities, clubs and wider learning opportunities play an important role in children's development and should be accessible to everyone. All children, including those with SEND, are encouraged and supported to take part in school trips, visitors, workshops, Forest School, clubs, educational events and other enrichment opportunities alongside their peers. When planning activities outside the classroom, we carefully consider the needs of individual children. Where necessary, reasonable adjustments are made to ensure that children can participate successfully and safely. This may include: • Additional preparation and transition support • Visual timetables, social stories or photographs to help children understand what to expect • Adapted resources or activities • Support from familiar adults where appropriate • Individual risk assessments and planning • Adjustments to the environment or timetable to meet sensory, communication or physical needs

		Parents and carers are involved in planning where additional support is required, and we work closely together to ensure that children feel confident and prepared for new experiences. Our Forest School provision, sensory garden, wider curriculum opportunities and extra-curricular activities are open to all children. We aim to remove barriers to participation and ensure that every child feels included, valued and able to enjoy the full life of the school. Where a child has an Education, Health and Care Plan (EHCP) or a particular medical, sensory or behavioural need, staff will work together with parents and any relevant professionals to ensure appropriate arrangements are in place before the activity takes place. Our goal is that every child can develop friendships, build confidence, experience success and create positive memories through participation in the full range of opportunities available at St Lawrence Primary School.
9	How accessible is the school environment?	At St Lawrence Primary School, we are committed to ensuring that all children can access and participate in school life. We work proactively to identify and remove barriers to learning and participation wherever possible and make reasonable adjustments in line with the Equality Act 2010. Most of the school site is situated on one level and can be accessed without the use of stairs. There is one classroom located upstairs; however, careful consideration is given to room allocation and individual needs to ensure that all pupils can access their learning environment safely and effectively. We have an Accessibility Plan in place which outlines how we continue to improve access to the physical environment, the curriculum and information for pupils, parents and visitors. To support accessibility, we provide: • Visual timetables and Widgit symbols throughout the school

		• Consistent classroom routines and communication-friendly approaches • Flexible seating options, including wobble cushions and standing desks where appropriate • Access to our sensory garden and other supportive learning environments • Reasonable adjustments to the classroom and wider school environment to meet individual needs • Individual Health Care Plans (IHCPs) for children with medical needs • Adapted resources and equipment where required We recognise that every child has different needs and work closely with parents, carers and external professionals to ensure any necessary adaptations are identified and implemented. This may include advice from Specialist Teachers for Inclusive Practice (STIPS), Occupational Therapists, Speech and Language Therapists or other relevant professionals. We value diversity and inclusion and strive to ensure that all children feel welcomed, respected and able to participate fully in the life of the school. Where a barrier to access is identified, we work collaboratively with families to find practical solutions that enable children to thrive both academically and socially.
10	How will the school prepare and support my child/ to join the school / transfer to a new setting or the next stage of education and life?	At St Lawrence Primary School, we recognise that transitions are important milestones in a child's life. We work closely with children, families and other professionals to ensure that transitions are carefully planned and tailored to individual needs, helping children feel confident, prepared and secure. Starting School We work hard to ensure that children have a positive start to their time at St Lawrence. Our Reception transition programme includes: • Home visits for every child • 'Stay and Play' sessions to help children become familiar with the school environment • A Forest School transition session • Opportunities for children to meet staff and their new classmates • Parent information events to support families with the move to school

We work closely with nurseries and pre-school settings to gather information about each child's strengths, interests and needs before they start school.

Joining St Lawrence During the School Year

When a child joins St Lawrence mid-year, we take time to ensure they feel welcomed and settled. This may include:

- A tour of the school
- Opportunities to meet their new teacher
- A taster session or afternoon in class before starting
- A named adult to welcome and support them on their first day
- A buddy to help them settle into school routines and make new friendships

Moving Between Year Groups

We recognise that some children benefit from additional preparation when moving into a new class. All children take part in a Move-Up Day and teachers meet to share information about children's strengths, needs and successful strategies. Pupil Passports are reviewed and shared with new staff to ensure continuity of support.

Additional support may include:

- Social stories
- Extra visits to the new classroom
- Opportunities to spend time with their new teacher
- Personalised transition arrangements where appropriate
- Meet the Teacher events for parents and carers

Transition to Secondary School

We work closely with receiving secondary schools to ensure that pupils experience a smooth and successful transition. Most of our pupils move on to The Howard of Effingham School, although we work closely with all receiving schools.

		Our transition support may include: • Enhanced transition planning for pupils with SEND • Additional visits to secondary schools • Social stories and transition resources • Meetings between primary and secondary staff • Visits from Year 7 staff, including staff from The Howard of Effingham School, who spend time with pupils before transition • Participation in Surrey's ASPIRE transition programme for pupils who would benefit from additional support For pupils with an Education, Health and Care Plan (EHCP), transition planning begins early. Secondary school placement is discussed as part of the Key Stage Annual Review process, which takes place in Reception, Year 1 and Year 5. We also work closely with receiving SENDCos and other professionals to ensure that appropriate support is in place before a child moves on. Throughout every transition, we place children's wellbeing at the centre of our planning. By working closely with families and other professionals, we aim to ensure that every child feels supported, included and ready for the next stage of their educational journey.
11	How are the school's resources allocated and matched to young people's special educational needs?	At St Lawrence Primary School, we are committed to ensuring that resources are used effectively and fairly to meet the needs of all children. Our approach is driven by identified need and focuses on enabling every child to access learning, make progress and participate fully in school life. We believe that high-quality teaching and adaptive classroom practice provide the foundation for successful inclusion. Resources are therefore prioritised to ensure that all children can access an inclusive learning environment, with additional support and interventions provided where required.

		The allocation of resources is overseen by the Principal and Vice Principal/SENDCo. Decisions are informed by a range of information, including: • The child's individual needs and strengths • Progress and attainment data • Information from Learning Plans and Pupil Passports • Advice from external professionals • Education, Health and Care Plans (EHCPs), where applicable • Feedback from pupils, parents and staff Teaching assistant deployment is carefully planned and informed by the needs of pupils across the school, including the provision specified within EHCPs. Support is regularly reviewed to ensure that it remains responsive to children's changing needs and promotes independence wherever possible. We use Provision Map to record, monitor and evaluate SEND provision across the school. This enables us to track interventions, provision and EHCP funding, helping us ensure that resources are used effectively and that support has a positive impact on outcomes for children. Additional resources may include: • Targeted interventions • Specialist equipment and learning resources • Sensory resources and environmental adaptations • Staff training and professional development • Advice and support from external professionals
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		The impact of interventions and support is reviewed regularly through Learning Plan reviews, provision mapping and termly monitoring. If a particular intervention or approach is not having the desired impact, we will adapt our provision to ensure that support remains closely matched to the child's needs. We are committed to continually developing our inclusive practice. As part of this commitment, St Lawrence Primary School is developing an Inclusion Strategy, due to be published in December 2026, which will further strengthen our approach to meeting the needs of all learners. This approach helps us ensure that resources are allocated where they will have the greatest impact, enabling children with SEND to thrive academically, socially and emotionally.
12	How is the decision made about what type and how much support my child will receive?	At St Lawrence Primary School, we follow Surrey's graduated approach to SEND, ensuring that support is matched to a child's individual needs and reviewed regularly. This approach follows the cycle of 'Assess, Plan, Do, Review', enabling us to identify needs early, put appropriate support in place and evaluate its impact over time. The first step is always high-quality teaching and adaptive classroom practice. Teachers continually assess children's progress and wellbeing through everyday teaching, observations and assessment. Where concerns arise, the class teacher may seek advice from the Inclusion Team through our referral process. Adjustments and strategies are then implemented within the classroom and monitored closely. If a child requires support beyond the adjustments that are ordinarily available within the classroom, the class teacher, SENDCo, parents and, where appropriate, the child will work together to identify the most appropriate provision. Decisions are based on: • The child's strengths, needs and aspirations • Assessment information and progress data • Classroom observations • Discussions with parents, carers and the child

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| | <ul style="list-style-type: none">• Advice from external professionals where appropriate• Outcomes identified within an Education, Health and Care Plan (EHCP), where applicable |
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Support may include:

- Adaptations to classroom teaching and resources
- Specific strategies identified within a Pupil Passport
- Targeted interventions delivered individually or in small groups
- Nurture, emotional wellbeing or communication support
- Specialist equipment or environmental adjustments
- Advice and support from external agencies

Children receiving SEND Support have a Learning Plan which identifies agreed outcomes, support strategies and provision. These are reviewed with parents three times a year as part of the 'Assess, Plan, Do, Review' cycle to ensure that support remains effective and responsive to need. PP

The amount and type of support a child receives will depend on their individual needs and may change over time. We recognise that children's needs develop as they grow and learn, so provision is continually reviewed through Learning Plan reviews, pupil progress meetings, provision mapping, pupil voice and discussions with families.

Where specialist advice is required, we work closely with external professionals to ensure that recommendations are implemented effectively. If a child has an EHCP, provision will be delivered in line with the outcomes and support specified within the plan and reviewed regularly with parents and professionals.

Our aim is always to provide the right support, at the right time, enabling every child to develop independence, make progress and participate fully in school life.

13	How are parents involved in the school? How can I be involved?	At St Lawrence Primary School, we believe that parents and carers know their children best and are key partners in helping them to achieve their full potential. We value open, honest and regular communication and work closely with families to ensure that children receive the support they need both at home and at school. We operate an open-door approach and encourage parents and carers to speak to their child's class teacher if they have any questions, concerns or information they would like to share. The SENDCo can also be contacted directly, and contact details are available on the school website. We keep parents informed about school life through: • Twice-weekly communications, via our Midweek Memo and Friday Newsletter • Three school reports each year • Parents' Evenings • Learning Plan review meetings for pupils receiving SEND Support • Annual Review meetings for pupils with an Education, Health and Care Plan (EHCP) • Meetings and conversations with staff as needed throughout the year Parents and carers are actively involved in the SEND process. They contribute to Learning Plans, Pupil Passports, Annual Reviews and transition planning, and their views are valued when decisions are made about support and provision. We believe that children make the best progress when home and school work together in partnership. We also provide opportunities for families to connect with the school community through: • Parent coffee mornings • School performances, events and celebrations • Volunteering opportunities where appropriate • The Friends of St Lawrence, our Parent Teacher Association (PTA), which plays an important role in supporting the school and organising community events.
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		We regularly seek the views of parents and carers and welcome feedback about how we can continue to improve our provision. By working together, we can ensure that every child feels supported, included and able to flourish during their time at St Lawrence Primary School.
14	Who can I contact for further information?	We encourage parents and carers to contact us as soon as they have a question or concern, no matter how small. We believe that early communication helps us work together effectively and ensures that children receive the support they need. In the first instance, parents and carers should speak to their child's class teacher, who will be able to discuss progress, wellbeing and any concerns about learning or development. If further support is required, parents and carers are welcome to contact the SENDCo, who can provide advice and guidance regarding SEND provision, support strategies and referrals to external services where appropriate. SENDCo Contact Details - Email: inclusion@stlawrence.thpt.org.uk - Telephone: Contact the school office and ask to speak to the SENDCo Further information can also be found in the following documents, available on our school website: - SEND Policy - SEND Information Report - Accessibility Plan - Equality Objectives - Supporting Pupils with Medical Conditions Policy - Respectful Relationships and Behaviour Policy Additional advice and support is available from:

	• <u>Surrey SEND Information, Advice and Support Service (SENDIAS)</u>, which offers free, impartial advice and guidance for parents, carers, children and young people with SEND. • <u>Surrey's Local Offer</u>, which provides information about services, support and opportunities available for children and young people with SEND and their families. • Surrey's <u>Family Information Service</u>, where additional support for families may be required. At St Lawrence Primary School, we pride ourselves on our open-door approach and encourage parents and carers to get in touch whenever they need advice, support or simply a conversation about their child's progress and wellbeing. We are committed to working in partnership with families to ensure every child feels supported, included and able to flourish.
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