

Annual SEND Information Report to Parents from the Governors on the Provision for Special Educational Needs and Disabilities (SEND) at Lydiard Park Academy 2019–2020

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, The Equalities Policy and the Accessibility Plan. During the academic year 2019–2020 the global pandemic had a significant impact on pupils' education, well-being and opportunities. As a school we responded in a robust and creative manner to safeguard our most vulnerable learners. All vulnerable pupils were individually risk-assessed and bespoke packages of support were implemented.

We have invited a national expert into school to review SEND practice and have had a 'Good' OFSTED inspection.

OFSTED inspection 23rd – 24th Jan 2018:

- The provision for pupils who have special educational needs (SEN) and/or disabilities is a strength of the school. Pupils who attend the Autism Spectrum Centre (ASC) receive very effective support to enable them to attend mainstream classes.
- The recent appointment of a strategic special educational needs coordinator (SENCo) across the trust has added considerable capacity to the school's work in this area. This is ensuring that additional funding for SEN is used increasingly effectively to support pupils who need additional help to realise their potential.
- Pupils who attend the school's specially resourced provision, the ASC, receive particularly good support. The centre is funded by the local authority and caters for a small number of pupils from across Swindon. The support they receive helps them to make better progress in their studies and to access mainstream classes in a range of subjects. In addition, the centre provides highly effective emotional and pastoral support. It makes an important contribution to these pupils' overall personal development.
- The high-quality work done by the team that supports pupils who have SEN and/or disabilities means that teachers have useful information on how to help these pupils in lessons. The quality of this information provided to teachers is improving as a result of the new leadership of this area.
- Students in the sixth form follow a programme of personal, social and health education that contributes well to their personal development. The small number of students who have SEN and/or disabilities benefit from the same strong support that is seen in the rest of the school. This contributes significantly to their continuing personal development.

Marc Rowland of the National Education Trust commented following a detailed review of practice across Swindon schools:

"Inclusion is excellent at Lydiard Park Academy."

Additional Educational Needs (AEN) Staff

Chief Executive Officer (TPAT Staff) – Benedick Ashmore-Short

Principal – Gary Pearson

Strategic SENDCo and Trust Assistant Principal (TPAT Staff) – David Williams

SENDCo – Alison Mills

Autism Centre Manager - Tamsyn Van Der Meulen

David Williams (Assistant Principal and Strategic SENDCo for The Park Academies Trust) has a BSc (Hons), a PGCE, and a research Master's degree in Learning and Teaching specialising in student well-being from the University of Oxford. He completed the National Award for Special Educational Needs Co-ordination in 2014, and the National Professional Qualification for Headship (NPQH) in 2019. He is qualified to test for JCQ examination access arrangements, and is a member of the British Psychological Society. In 2017 David completed the Master's level Attachment Lead qualification. David was a trustee of the British Dyslexia Association from 2010 to 2020, and was joint non-executive Chair of the Management Board and Chair of the Trustees from 2018 to 2020, during which time he contributed to the All Party Parliamentary Group for Specific Learning Difficulties on matters regarding the current education and specialist training situation, the need for a coherent system for assessment and access arrangements, and finally, research on higher education institutions' support for students. He is frequently invited to speak to groups of SENDCos both locally and nationally. In 2007, he received an international scholarship for his research into the use of mind-mapping techniques with ASC students, and in 2011 was named Dyslexia Teacher of the Year. He is a member of the Swindon Strategic Special Educational Needs Board and sits on the Swindon and North Wiltshire Professional Leaders Network for the Clinical Commissioning Group. David is Designated Teacher for Children, Looked After at Lydiard Park Academy, and Designated Safeguarding Lead at Lydiard Park Academy.

Alison Mills, Operational SENDCo, started teaching in 1987 having completed a BA in Combined Arts and a PGCE. After nine years teaching in a secondary school she had a career break to look after her children. In 2002 she started working in a primary school with KS2 children, firstly as a TA, and then teaching. Using primary experience, she returned to the secondary school setting six years ago. In 2017 Alison completed the Master's level Attachment Lead qualification and she is currently undertaking the national SENDCo qualification.

Tamsyn van der Meulen, Autism Centre Manager, trained initially as a pre-school teacher at the Johannesburg College of Education, in conjunction with the University of The Witwatersrand (UK NARIC equivalent BA) and taught in this phase for 7 years in South Africa, in the private sector. During this time, she completed a Further Diploma in Education, at The University of South Africa and obtained this with distinction. Whilst in South Africa, she completed a training course in trauma counselling and volunteered with victims of violent crimes. Tamsyn subsequently emigrated to the UK and worked in mainstream primary schools in Early Years and KS1. During this time she was RE coordinator, EYFS lead, G&T, Hist/Geog coordinator, SENCo and Forest School Leader. She then moved to a specialist SEMH school, where she worked for 12 years. During her time there she was a classroom teacher, SENCo, DDSL, Deputy Principal and finally, DSL and Principal for 4 years. Whilst at Nyland, she also completed an MEd in Professional Studies which she obtained with distinction and through the MEd, also qualified as a specialist dyslexia teacher. She introduced an emotional quotient curriculum at Nyland and began integrating this into whole school practice and teaching and learning, together with a tracking and evidencing method. At Nyland she managed 4 teams over 2 sites including the school staff, Therapy Centre, Outreach Team and Pupil Referral Unit. In addition, Tamsyn has over the years presented training for the Swindon LEA and some schools in SEN and dyslexia, and has also shared learning about working memory, including with the Marlborough Dyslexia Association and on a radio broadcast. More recently she attended and completed Supervision training with staff from the Mulberry Bush school and gained a Certificate in Trauma Mentoring, at the Bath Trauma Centre.

Policies

As appropriate, school policies include explicit reference to students with SEND (Special Educational Needs and Disabilities). The SEND policy (Inclusion policy) is reviewed annually and follows the standardised format of all school policies.

Schools have a duty to report annually to all parents on the provision for Special Educational Needs and Disabilities (SEND) and the implementation of their disability equality scheme.

Children with SEND have significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities, and to focus on outcomes for children with SEND **since all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every pupil with SEND has their own unique educational needs, and at Lydiard Park we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. Lydiard Park is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND achieve exceptionally well when they leave the Trust in year 13 or the school in year 11.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils with SEND so that appropriate provision can be made and their attainment raised.
- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with students with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.

- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or better the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All students can and should achieve their very best.
- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with Special Educational Needs and Disabilities into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made and students are achieving exceptionally well.

SEND Implementation

Our Approach to Teaching Learners with SEND

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How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide support that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Lydiard Park Academy we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND PROFILE 2017-2020

	March 17	March 18	March 19	March 20
SEND Support	128	135	106	115
EHCP	31	31	32	33
SEND Total	159	166	140	148
Total NOR	1144	1145	1203	1249
%	13.8%	14.5%	12%	11.8%

CENSUS breakdown by disability 2019-20 (Some students have multiple categories)

Autistic Spectrum Disorder	32
Hearing Impairment	12
Moderate Learning Difficulty	32
Physical Disability	4
Profound and Multiple Learning Difficulties	2
Severe Learning Difficulty	0
Social, Emotional and Mental Health	43
Specific Learning Difficulty	42
Speech, Language or Communication Need	21
Visual Impairment	2
Other	9

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all students is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All students have an annual reading and spelling test at the end of each year these results are then analysed and interventions are implemented.

In addition to the arrangements for assessing and reviewing all children's progress, pupils with SEND have (where appropriate):

- A rolling review of targets specific to the individual.
- Early Help Assessment and Team around the child (TAC) meetings.
- External agency involvement ie Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.

What we do to Support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards 2014 document details the expectations for all TAs. Staff will use various strategies to adapt access to the curriculum which might include using:

- Visual timetables
- Writing frames
- Differentiated resources and personalised packs
- Laptops or other alternative recording devices
- Peer buddy systems
- English intervention
- Early English Intervention 1:1
- Positive behaviour rewards system
- High Frequency Word Practice
- Spelling Group Skills
- Corrective Reading
- Morphographs
- Word Wasp/Hornets/Toe by Toe
- Power of 2
- Handwriting Group Skills
- Social Skills
- Nurture
- Gross and fine motor skills
- Times Tables
- Sentence Work
- Targeted Mental Health Service (TaMHs)
- Pastoral Support Advisor (PSA)

Children have been supported by the Advisory Teacher for Assistive Technology with appropriate software and hardware.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

Key Interventions

Cognitive and Learning

Corrective Reading Programme – pupils whose reading age is below 10 and are identified through the placement test. This takes place three times a week for years 7 and 8 pupils. Pupils attend different levels depending on their ability.

Year 7 catch-up programme ensures that English and Maths classes are smaller in year 7.

Individual Maths and English provision.

In class support - this is where the majority of Teaching Assistant time is directed.

Special exam arrangements and computer support (for students unable to write and therefore using laptops).

Social, Emotional and Mental Health

Re-tracking, anger management, social skills, on site counsellor, all small group work, 1:1 mentor and behaviour support.

Careful tracking of students' well-being is undertaken through the use of a "Readiness for Learning" score obtained annually using a detailed pupil perceptions survey.

Communication and Interaction

Speech and Language, Educational Psychologist, and Life Skills programme. We have a HLTA who specialises in ASC and runs many intervention sessions.

Physical and Sensory

Hearing support and Visual Impairment support.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership. Parents/carers, pupils, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Parents are contacted to discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those students with an Education Health Care Plan will receive an Annual Review and or an interim review.

The SENDCo attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year students with SEND were supported through our graduated response. Wave one students have needs that can be met through classroom differentiation and quality first teaching. Wave two students have additional support. For Wave three students the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Record procedure or directly with individual agencies or specialists. For a few students, whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some students with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Students with these arrangements use them as part of their normal provision in school as far as it is practically possible. Students choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate students with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all students with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Students at Wave 1

- Students who are able to make good progress supported by Quality First Teaching in lessons.

Categories of Students at Wave 2

- Students who attend interventions.
- Students who require support with social skills.
- Students who require additional support with English or Maths.
- Some students for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Students who require support to address issues with self-esteem.

Categories of Students at Wave 3

- Students who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some students who are receiving regular support from outside agencies.
- Students who are educated at an alternative educational provision but remain on the school roll.
- Students with an Education Health and Care Plan (EHCP).

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with SEND are invited to additional transition work. Visits are made to provisions where necessary and where available. Staff also attend annual reviews for students joining where possible.

SEND Impact

Attainment and Progress for SEND KS4 2019-2020

There is very little national data showing either attainment or progress for SEND students for the year 2019–2020 as a result of the Covid-19 pandemic. Fisher Family Trust have released the following chart showing the key SEND indicators for students at Lydiard Park Academy. It should be noted that, as a result of Covid, teacher assessed grades were used nationally. LPA submitted grades in line with those that students gain most years and these would normally have placed the SEND students with a positive value add measure.

Pupil groups	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths Value Added
Not SEN	193	5.2	0.0	5.5	-0.1	5.0	-0.3
SEN	22	3.3	-0.8	3.6	-0.7	3.0	-0.8

We run two structured interventions to improve literacy. The first, Corrective Reading, supports identified students who have difficulty with reading accurately and fluently. The programme provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding skills. The results achieved by students using the Corrective Reading programme are compelling considering the relatively short period of time and the fact that the students undertaking the program are students who have historically not made progress with reading.

The second program, Morphographs, is a one-year program designed to teach spelling to older students. We are using this with a group of Year 9 at the same time as Corrective Reading to try to boost their low literacy levels before they start the GCSE courses in Year 10. Students learn that words are composed of morphographs, which roughly are prefixes,

suffixes, and bases or roots. The program presents rules for combining the morphographs and provides extensive practice in applying these rules. The program uses specific strategies that encourage students to think their way through spelling rather than to memorise word lists. Upon completion of the program, students will have learned 750 morphographs and be able to spell between 12,000 and 15,000 words including most words on the complete Dolch word list. Alongside this, these students receive a study skills session each week looking at how to read exam papers and how to revise effectively.

We measure the progress using Standardised Scores; this means that any increase in score is an above age expected increase. This means that over a six-month period, if a child made 6 months' progress, they would have a standard score increase of 0. Any standard score increase above 0 shows that the student has made more than 6 months' progress in 6 months. The average range for students' standard scores nationally is between 85 and 115. Below are the group's results.

Corrective Reading group average standardised scores improvement from Sept. 2018 to July 2019 (example from 2018–2019 as a result of the lockdown in 2019–2020)

Test	Average standard score 2018	Average standard score 2019
Reading Accuracy	76 ss	80 ss
Reading Speed	82 ss	87 ss
Spelling	82 ss	97 ss

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Assistant Principal and Strategic SENDCo for The Park Academies Trust) attends all the meetings as one of the Lead SENDCos in the borough. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet.

Professional Development

The following CPD training was offered as part of the whole school training programme:

- Dyslexia
- E-safety
- Mental Health

There have been a number of SEND-related training sessions for staff:

- Annual SENDCo conference
- Attachment Lead (Master's level)
- Annual SpLD Conference
- Dyslexia
- Cognitive Behavioural Therapy (CBT)
- Anxiety
- Healthy Minds
- Welfare Call and E PEP
- ADHD
- Youth Mental Health First Aid

- Life after P Scales Conference
- Fine Motor and Handwriting Skills
- EHCP Outcomes workshop
- Referring into Speech and Language Therapy

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

The SENDCos trained newly qualified teachers and new members of staff in Special Educational Needs and Disabilities procedures and provision.

Parent/Carer Involvement in Provision for Students with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TACs, daily e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for students with SEND and they are encouraged to develop the students' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on student progress.

Deployment of Staff and Resources

During the academic year 2019-2020 staff were deployed to provide for students with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support SEND students and take small groups or individual students for additional support, mostly outside of timetabled lessons.
- The department worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, inclusion centre support, contact with parents, and assessment of student needs.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for hearing impairment, visual impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- School Nursing Service
- Young Carers
- School Nurse
- Special Educational Needs and Disability Information and Advice Support Service (SENDIASS)
- Education Welfare Officer
- Social Care
- The advisory teachers Specific Learning Difficulties (SpLD) and physical disability
- Autism outreach service
- Aiming High

- SENAT Senior Officer
- Virtual School (for children who are looked after by the Local Authority)
- Targeted Mental Health Service (TaMHS).
- Child and Adolescent Mental Health Service (CaMHS)
- Butterflies Children Centre
- Parent Support Advisor (PSA)
- Social Emotional and Mental Health (SEMH) Team
- The Education Psychology service
- Exclusion and Reintegration Officer

Funding

Twelve children were in receipt of High needs top-up funding to meet their individual needs as agreed by the Special Educational Needs Assessment Team (SENAT). The funding for these children was used to maintain teaching assistants and buy specific resources. The school budget, includes money for supporting children with SEND. This funding was used to employ and train teaching assistants, resources and external agency support e.g. The Education Psychology Service, TaMHS, Pastoral support assistants (PSAs), Education Welfare Officer (EWO) and Social and Emotional Mental Health (SEMH) Team.

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:

The Anspear Perceptions survey (each year in the summer term)

Reviewing individual plans

EHRs and TAC meetings

EHCP Annual Reviews

SEND specific appointments with the SENDCo(s)

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of two Swindon based organisations:

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) <http://www.contact.org.uk> tel: 08088083555 or email: Sendiass@swindon.gov.uk tel: 01793 466515 and SAM (Swindon Advocacy Movement www.swindonadvocacy.org.uk)

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENDCo.

If matters cannot be resolved parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 705400), email, or letter. Appointments can be made with:

David Williams; Assistant Principal and Strategic SENDCo – WilliamsD@tpat.uk

Allison Mills; Operational SENDCO - MillsA@lydiardparkacademy.org.uk

Tamsyn Van Der Meulen; ASC Manager - VanDerMeulenT@lydiardparkacademy.org.uk

Justin Robbins; SEND Governor - RobbinsJ@lydiardparkacademy.org.uk

Jak Bisson; Additional Needs Administrative Assistant - BissonJ@theparkacademiestrust.com