



# Spires Federation

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND POLICY)

*Our Core Values are: Friendship, Respect and Honesty*

### Our Mission:

The Spires Federation family of small schools is committed to excellence. We hope to inspire all of our pupils to enjoy learning, make outstanding progress and achieve their full potential.

### Our Aims:

- We will provide our pupils with a solid foundation of essential knowledge and skills.
- We will develop our pupils' social, spiritual, moral and cultural values to help them fulfil their potential.
- We will provide the widest possible range of experiences for all of our pupils.
- We will nurture and develop the strong relationships between the schools and their wider communities.
- At Digby and Dunston, as Church of England schools, we believe that every pupil is unique in the sight of God. We aim to provide a Christian environment for every pupil, including opportunities to worship together and with our local communities.

Digby Church of England School,  
Church Street, Digby, Lincoln. LN4 3LZ  
Ph: 01526 320630  
Registered charity: 1045696

Dunston St Peter's Church of England School,  
Back Lane, Dunston, Lincoln. LN4 2EH  
Ph: 01526 320027  
Registered charity: 1045951

Nocton Community School,  
School Lane, Nocton, Lincoln. LN4 2BJ  
Ph: 01526 320234  
Registered charity: 1047895



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## Statement of Intent

This policy outlines the framework for the Spires Federation of Digby and Dunston St Peter's Church of England Primary Schools and Nocton Community Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and/or disabilities (SEND).

The Spires Federation therefore intends to work with Lincolnshire County Council using the following guidance principles, which underpin this policy:

- The involvement of parents/carers and pupil in decision making.
- The identification of children and pupils' needs.
- Collaboration between education, health and social care services to provide support as appropriate.
- High quality provision to meet the needs of and pupils with SENDD.
- Greater choice and control for pupils and parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.

## 1. Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 2014
- Supporting Pupils at School with Medical Conditions 2015
- Keeping Children Safe in Education 2015
- Working Together to Safeguard Children 2015
- Teachers' Standards 2011
- School Admissions Code 2012

This policy should also be read in conjunction with the following school policies: Behaviour Policy, Accessibility Policy, Safeguarding Policy and Administering Medicines in School Policy.

## 2. Definitions

### **Definition of Special Educational Need:**

The law states that a child has a special educational need if he/she has a:

- significantly greater difficulty in learning than the majority of others of the same age;
- disability or health condition 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. (*SEND Code of Practice 2014, p4*)

### **Definition of Disability:**

The definition of disability under the Equality Act 2010 is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition is clarified further through the definition of 'long term' as 'a year or more' and 'substantial' is described as 'more than minor or trivial'. (*SEND Code of Practice 2014, p5*).

## 3. Areas of Special Educational Need

The Spires Federation will make provision for pupils with the following four kinds of need:

- Communication and Interaction

This includes pupils with speech, language and communication needs (SLCN) and those with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome.

- Cognition and Learning

This includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes pupils with specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

- Social, Mental and Emotional Health

Social, emotional and mental health needs may manifest themselves in many ways including being withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or Physical

This includes pupils with visual impairments (VI), hearing impairments (HI), multi-sensory impairment (MSI) and physical disability (PD).

Pupils with the above needs are welcomed and included in our school community.

## 4. Admissions

The Spires Federation will ensure that it meets its duties under the Schools Admissions Code of Practice by:

- 4.1 not refusing admission for a child that has named the school in their Education, Health and Care (EHC) plan;
- 4.2 adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan;
- 4.3 considering applications from parents/carers of children who have SEND but do not have an EHC plan;
- 4.4 not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs;
- 4.5 not refusing admission for a child on the grounds that they do not have an EHC plan.

## 5. Roles and Responsibilities

5.1 The Governing Body Has a Responsibility to:

- 5.1.1 fully involve parents/carers and/or pupils with SEND when drawing up policies that affect them;

- 5.1.2 identify, assess and make SEND provision for all pupils with SEND, whether or not they have an EHC plan;
- 5.1.3 use their best endeavours to secure the special educational provision called for by pupils SEND;
- 5.1.4 designate an appropriate member of staff (the SEND Co-ordinator or SENDCO) as having responsibility for co-ordinating provision for pupils with SEND;
- 5.1.5 appoint a designated teacher for 'looked after' children, where appropriate;
- 5.1.6 make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability;
- 5.1.7 take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised;
- 5.1.8 develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents/carers and pupils;
- 5.1.9 provide suitable, full-time education from the 6th day of a fixed permanent exclusion by another school of a pupil with SEND, in line with their EHC plan.

## 5.2 The Headteacher has a responsibility to:

- 5.2.1 ensure that those teaching or working with a SEND pupil are aware of their needs, and have arrangements in place to meet them;
- 5.2.2 ensure that teachers monitor and review the pupil's progress during the course of the academic year;
- 5.2.3 co-operate with local authorities during annual EHC plan reviews;
- 5.2.4 provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school;
- 5.2.5 regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the schools' performance management arrangements;
- 5.2.6 ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

## 5.3 The SEND Co-ordinator (SENDCO) must:

- 5.3.1 be a qualified teacher;
- 5.3.2 attain the National Award in Special Educational Needs and Disabilities Co-ordination within three years of appointment (if appointed as SENDCO after 2006);
- 5.3.3 collaborate with the Governing Body and Headteacher, as part of the schools' leadership team, to determine the strategic development of SEND policy and provision in the schools;

- 5.3.4 work with the school Governors and the Headteacher to ensure that the schools meet their responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- 5.3.5 undertake day-to-day responsibility for the operation of SEND policy.;
- 5.3.6 co-ordinate the specific provision made to support individual children with SEND, including those who have EHC plans;
- 5.3.7 liaise with the relevant designated teacher where a looked after pupil has SEND;
- 5.3.8 advise on a graduated approach to providing SEND support (see Section 10);
- 5.3.9 advise on the deployment of the schools' delegated budgets and other resources to meet pupils' needs effectively;
- 5.3.10 liaise with the parents/carers of pupils with SEND;
- 5.3.11 liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as appropriate;
- 5.3.12 be a key point of contact with external agencies, especially the local authority and local authority support services;
- 5.3.13 liaise with potential future providers of education to ensure that the pupil and their parents/carers are informed about options, and a smooth transition is planned;
- 5.3.14 provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities;
- 5.3.15 be familiar with the provision in the SEND Information Report (Local Offer) and be able to work with professionals providing a support role to the family.;
- 5.3.16 ensure, as far as possible, that pupils with SEND take part in activities of the schools, together with those who do not have SEND;
- 5.3.17 ensure that the schools keep the records of all pupils with SEND up-to-date;
- 5.3.18 inform the child's parents/carers that SEND provision is being made, where the child does not have an EHC plan.

#### 5.4 Class Teachers Must:

- 5.4.1 plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves;
- 5.4.2 set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;
- 5.4.3 use appropriate assessment to set targets which are deliberately ambitious;
- 5.4.4 plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

## **6. Involving Pupils in Decision Making**

- 6.1 Effective planning at initial SEND or review meetings should help pupils with SEND express their needs, wishes and goals, and should:
  - 6.1.1 focus on the pupil as an individual, not their SEND label;
  - 6.1.2 be easy for the pupil to understand and use clear ordinary language and images, rather than professional jargon;
  - 6.1.3 provide pupils with the information and support they will need to fully participate in decision making together;
  - 6.1.4 highlight the pupils strengths and capacities;
  - 6.1.5 enable pupils to say what they have done, what they are interested in and what outcomes they are seeking in future;
  - 6.1.6 support children and pupil to be involved in their own achievement of the best possible educational outcomes.

## **7. Involving Parents/Carers in Decision Making**

- 7.1 We are committed to effective partnership with parents. We will:
  - 7.1.1 have regard for the views wishes and feelings of parents and carers;
  - 7.1.2 use clear ordinary language and images, rather than professional jargon;
  - 7.1.3 provide parents/ carers with the information and support necessary to enable full participation in decision making;
  - 7.1.4 provide parents/ carers with the information they need to facilitate the development of their child;
  - 7.1.5 enable parents/ carers to say what the child has achieved, what they are interested in and what outcomes they are seeking in future for their child;
  - 7.1.6 meet with parents/ carers three times a year;
  - 7.1.7 organise assessments to minimise demands on families;
  - 7.1.8 bring relevant professionals together with families to discuss and agree the best overall approach to facilitate pupil progress.

Where opinions differ between parents and school or other professionals in the approach to support for a child we will work hard to resolve these. When appropriate we will involve the senior management in the schools and wider professionals to reach the best possible outcome for the child. The SENDCO should be the first person to contact in this instance. Liaise (details shown in list of outside agencies) provide free confidential advice and support for parents of pupils with Special Educational Needs and Disability.

## **8. The SEND Information Report**

The Spires Federation will co-operate with the local authority and local partners in the development and review of the SEND Information Report.

## 9. Identification

9.1 To identify pupils with SEND, The Spires Federation will:

- 9.1.1 assess each pupil's current skills and levels of attainment on entry;
- 9.1.2 make regular assessments of all pupils which will identify pupils making less than expected progress given their age and individual circumstances;
- 9.1.3 provide extra support to pupils making less than expected progress within classroom provision, i.e. high quality teaching and support targeted at the identified needs of the pupil;
- 9.1.4 make an assessment of a pupil's needs, with assistance from outside professionals where appropriate, when issues in 9.1.2 are evident and interventions in 9.1.3 do not result in effective support of the pupil.

9.2 The following considerations will be made when identifying pupils who may have SEND:

- 9.2.1 slow progress and low attainment do not necessarily mean that a pupil has SEND. Equally, attainment in line with chronologically aged peers does not mean that a pupil does not have SEND;
- 9.2.2 difficulties solely in relation to having English as an additional language do not mean a pupil has SEND;
- 9.2.3 persistent disruptive behaviours or withdrawal do not necessarily mean a pupil has SEND;
- 9.2.4 we recognise that parents/ carers know their children best and respond when they identify and raise concerns;
- 9.2.5 we listen to pupils when they highlight concerns they have identified themselves;

9.3 Where pupils are identified as having SEND:

- 9.3.1 we will record this within our school record keeping systems and will inform parents/ carers;
- 9.3.2 data regarding the numbers of pupils with SEND and the types of SEND they have is submitted to the local authority through the school census.

## 10. Graduated Approach

The Spires Federation will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- establishing a clear **assessment** of the pupil's needs;
- **planning** with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.;

- **implementing** the interventions, with the support of the SENDCO;
- **reviewing** the effectiveness of the interventions and making any necessary revisions.

### 10.1 Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents/carers. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need.

Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

### 10.2 Plan

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected; and a clear date for review. Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### 10.3 Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

## 10.4 Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development. Any necessary amendments will be made, in consultation with parents/carers and the pupil.

## 11. Education, Health and Care (EHC) Plans

- 11.1 If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer or other agency. This will occur where the complexity or lack of clarity around the needs of the child are such that a multi-agency approach is required for assessment, planning provision and identification of resources.
- 11.2 The application for an Education, Health and Care Plan (EHC) will combine information from a variety of sources including:
  - parents/carers;
  - teachers;
  - SENDCO;
  - social care;
  - SEND outside agencies;
  - health professionals.
- 11.3 Information will be gathered relating to current provision, action taken, and outcomes of targets set to date. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan.
- 11.4 Following statutory assessment, an EHC Plan will be provided by Lincolnshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- 11.5 Parents/carers have the right to appeal against the content of the EHC Plan.
- 11.6 The Spires Federation will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 11.7 The school will admit any child that names the school in an EHC plan.
- 11.8 The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.
- 11.9 The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly changes.

## 12. Reviewing an EHC Plan

The Spires Federation will:

- 12.1 co-operate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority, if requested;
- 12.2 ensure that sufficient arrangements are put in place at the school to host the annual review meeting;
- 12.3 seek advice and information about the pupil prior to the annual review meeting from all parties invited;
- 12.4 Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;
- 12.5 co-operate with the local authority during annual reviews;
- 12.6 prepare and Send a report of the meeting to everyone invited within 2 weeks of the meeting;
- 12.7 ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

### **13. Funding**

- 13.1 The Spires Federation will allocate the appropriate amount of notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- 13.2 Personal budgets are allocated from the local authority's high needs funding block and The Spires Federation will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

### **14. SEND and Disability Tribunal**

The Spires Federation will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

### **15. Preparing for Adulthood**

The Spires Federation will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:

- 15.1 ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND;
- 15.2 helping pupils and parents/carers understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions;
- 15.3 securing access to independent face-to-face support for pupils with SEND or disabilities to make successful transitions;
- 15.4 contact with secondary schools to ensure a smoother transition between primary and secondary.

### **16. Approach to Teaching**

We set high expectations for all pupils, whatever their prior attainment. We use assessment data to set targets which are ambitious alongside high quality teaching

and learning which is personalised to each pupil's needs to enable them to reach their potential. Where children need educational provision which is additional to or different from this we use our best endeavours to ensure such provision is made for those who need it.

## **17. Curriculum and Learning**

We are fully inclusive schools and our pupils enjoy a broad and balanced curriculum. Lessons are planned with consideration of the needs of all pupils and teachers use their skills and resources to remove barriers to achievement. We know our pupils well and we use this knowledge to enable them to learn, develop, participate and achieve the best possible outcomes for themselves irrespective of whether there are, or are not, reasonable adjustments or special educational provision required for a pupil with SEND or disability.

## **18. Staff Development**

We regularly and carefully review the quality of teaching and learning in the schools with a focus on ensuring effective high quality provision for all pupils. We aim to identify particular patterns of need for pupils in the school, reviewing and providing opportunities for staff to develop their knowledge and understanding of how to best support our pupils.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

## **19. Evaluating the Effectiveness of SEND Provision**

The programmes and interventions we use are monitored in order to ascertain their effectiveness and impact.

## **20. Data and Record Keeping**

The Spires Federation will:

- 20.1 record details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils;
- 20.2 maintain an accurate and up-to-date register of the provision made for pupils with SEND;
- 20.3 record details of additional or different SEND provision on a provision map.

## **21. Confidentiality**

The Spires Federation will not disclose any EHC plan without the consent of the pupil's parents/carers, with the exception of disclosure:

- 21.1 to the SEND and Disability Tribunal when parents'/carers' appeal and to the Secretary of State if a complaint is made under the Education Act 1996;
- 21.2 on the order of any court for the purpose of any criminal proceedings;
- 21.3 for the purposes of investigations of maladministration under the Local Government Act 1974;
- 21.4 to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children;
- 21.5 to Ofsted inspection teams as part of their inspections of schools and local authorities;
- 21.6 to any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education;
- 21.7 to the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

## 22. Professionals/ Specialists

We work with a range of other professionals to ensure the needs of our pupils are best met. Outside specialists may become involved if the pupil:

- 22.1 has ongoing communication or interaction difficulties that cause substantial barriers to learning and impede the development of social relationships;
- 22.2 continues to work at levels substantially below chronologically aged peers or makes little or no progress over a sustained period;
- 22.3 has sensory or physical needs which require the advice of a specialist service or specific equipment;
- 22.4 displays social, emotional or mental health needs which are impacting on their learning and that of their peer group.

Parents will be consulted before an outside agency becomes involved and parental permission will be sought. Parents may also be informed of outside specialist's recommendations through meetings or through the sharing of their reports.

These are some of the outside agencies we involve in supporting our pupils:

Agency	Contact	Address	Telephone
Educational Psychologist	Pam Paige	Educational Psychologist Council Offices, Eastgate, Sleaford, NG34 7EB	01526 553473
Speech Therapy	Sarah Hassnip/ Sara Brummitt	Children's Therapy Services, Speech and Language,	01522 514814

		92 Newland, Lincoln. LN1 1YA	
BOSS Behavioural Outreach Support Service			
Outreach/ Inclusion Support	Mandi Baptiste	St Francis Special School, Wickenby Crescent, Lincoln. LN1 3TJ	01522 567778
School Nursing Team	Various	Lincolnshire Community Health Services NHS Trust, Fen House, Fen Lane, Lincoln. LN6 8UZ	01522 502010  01529 306541
Sensory Impaired Services	Sam Campion	Sturton by Stow Primary School, School Lane, Sturton by Stow Lincoln. LN1 2BY	07919 690891
The Working Together Team (Social Communication Outreach)	Adele Sheriff	St Christophers School, Hykeham Road, Lincoln, LN6 8AR.	01522 528378
Acorn Free School	Helen Clayton	248 Calder Road Lincoln LN5 9TL	01522 822428
Community Paediatrics	Dr Omer Dr Ghandi	101 Manthorpe road Grantham NG31 8DG	01476 464500
LIAISE (SEND Information, Advice and Support in Lincolnshire)			0800 195 1635
STT (Specialist Teaching Team)	Various	Nicole Carter Team Manager:, 9-11 The Avenue Lincoln LN1 1PA	01522 553332
CAMHS (Child and Adolescent Mental Health Services)	Colin Carman Stephanie Stockbridge		01529488061

Dyslexia Outreach	Leslet Shapcott		07823 535491
SALT Speech and Language Therapy	Jane Wilson Shona Morrison	Beech House Witham Park Waterside South Lincoln LN5 7JH	01522309025
Physiotherapist	Various		

### 23. Transition

Our SEND provision includes planning, preparing and supporting pupils through transitions on entry into our schools, on transition between classes, key stages and into secondary education. We seek the support of parents/ carers in planning these transitions and seek permission to share the information about pupils with their future educational providers. Transition for individual pupils will be planned with their needs at the fore and will consider a range of aspects including social, educational, physical, and emotional aspects of transition as appropriate to the individual. Where needed, contact will be made with other SENDCO's to support any transition.

**Signed:**

**Mr A. Mitchell**  
**Chair of Digby and Dunston Federation Governing Body**

**Date:**