

# **Denbigh School Special Educational Needs (SEND) Policy**

**2026**

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| *Publication on website |                       |                |                       |
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| Trust website           |                       | School website |                       |
| 1                       | Statutory publication | A              | Statutory publication |
| 2                       | Good practice         | B              | Good practice         |
| 3                       | Not required          | C              | Not required          |

| **Policy level |                   |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                               |
|----------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1              | Trust wide        | Single policy relevant to everyone and consistently applied across all schools and departments, with no variation.<br>e.g. Complaints procedure                                                                                                                                        | Statutory policies approved by the Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.                                           |
| 2              | Trust core values | This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school.<br>e.g. Safeguarding, Behaviour | Statements in statutory policies approved by the Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO.<br><br>Policy approved by Local School Board. |
| 3              | School/department | These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying                                                                                                                                                                                      | Approved by Local School Board.                                                                                                                                                                               |

## Section 1: Introduction

This Policy has been formulated with regard to the 2015 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- 1.1** At Denbigh School we believe that all students are entitled to a broad, balanced and adapted curriculum. Students are valued equally regardless of ability and encouraged to achieve their full potential. The achievements, attitudes and well-being of all students are important to us, and practical steps are taken to account for students' varied life experiences and needs.
- 1.2** The Headteacher and the Denbigh School Local School Board (DSLSB) have delegated the responsibility for the day-to-day implementation of this Policy to the School's Special Needs Co-ordinator known as the SENDCo. There is a designated member of the Senior Leadership Team and a Governor on the DSLSB with responsibility for SEND. The contact details for the SEND Team and the names of the Senior Leadership Team member and DSLSB member are set out in Appendix 1.

## Section 2: Aims and Objectives

- 2.1** This Policy is in keeping with Denbigh School's ethos, aims, teaching and learning and equality policies. The School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and the well-being of all students matter – including those identified as having SEND. The culture, practice, management and deployment of the School's resources are designed to ensure all students' needs are met through 'Quality First' teaching and where required, reasonable adjustments.
- 2.2** The DSLSB believes that all students, regardless of ability and behaviour, should be valued equally at Denbigh. SEND children are not viewed as a separate entity, but are part of the whole school approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.
- 2.3 Objectives**
  - 2.3.1** To ensure that all students, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is adapted to meet their individual needs.
  - 2.3.2** To ensure early identification, assessment and provision for any student who may have special educational needs or a disability.
  - 2.3.3** To help every student realise their full potential and maintain their self-esteem.
  - 2.3.4** To enable all staff to play a part in identifying SEND students and to take responsibility for recognising and addressing their individual needs.
  - 2.3.5** To encourage the whole school community to demonstrate a positive attitude towards SEND.
  - 2.3.6** To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at the School.

**2.3.7** To encourage and support students to participate in all decision-making processes that relate to their education to ensure that their views are sought and taken into account.

**2.3.8** To follow the SEND Code of Practice, 2015, which recommends a graduated approach, whereby appropriate actions are matched to the individual student's needs.

**2.3.9** To comply with the Equality Act 2010.

## **Section 3: Identifying Special Educational Needs**

**3.1** The SEND Code of Practice (2015) explains that 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. This could be because they have greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others.

**3.2** The four main broad areas of SEND are as detailed below:

### **3.2.1 Communication and Interaction, including:**

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Condition)

### **3.2.2 Cognition and Learning; when students learn at a slower pace than their peers, even with appropriate differentiation. They include:**

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties - where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

### **3.2.3 Social, Emotional and Mental Health Difficulties. They include:**

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour. They may reflect underlying mental health conditions such as; anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

### **3.2.4 Sensory and/or Physical Needs, including:**

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

**3.3** At Denbigh School, the identification of special educational needs is a thorough process, involving the views of teachers, parents, carers, The SEND team and in some cases, as appropriate, external specialists. This ensures that all areas are considered in order to

determine if the student has special educational needs or whether the impact on progress and attainment is as a result of other factors.

- 3.4** If a child is formally identified as having SEN, by an external agency, with the agreement of parents/carers, they are placed on the SEN Register only if they require additional and different educational provision to have their needs met within school. Many students with an identified SEN can have their needs met through reasonable adjustments and do not need to be on the SEN Register.

## Section 4: Code of Practice Graduated Response

- 4.1** Denbigh School follows the 2015 SEN Code of Practice: 0 to 25 years graduated approach with regard to the identification, assessment and review of students with special educational needs.
- 4.2** Within our school, every teacher is a teacher of SEND. Therefore, we believe it is essential to create an inclusive environment for all students within the educational setting. All teachers are therefore responsible for the progress and development of students in their class.
- 4.3** Denbigh School will make regular assessments of progress for all students. These will seek to identify students making less than expected progress given their age and individual circumstances.
- This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the young persons' previous rate of progress.
  - Fails to close the attainment gap between the young person and their peers.
  - Widens the attainment gap.
- 4.4** Limited progress or attainment in individual subjects does not in itself indicate a Special Educational Need.
- 4.5.** The first response to such progress will be high quality teaching targeted at their areas of weakness by the subject teacher and supported by the Head of Faculty. It may include additional subject-based interventions.
- 4.6.** Where progress continues to be less than expected over a sustained period, the SENDCo, in co-ordination with the Head of Year and subject teachers will investigate whether the child has SEN through the 'Assess, Plan, Do and Review' system used at Denbigh.
- 4.7** The four key actions of the 'Assess, Plan, Do and Review' system used at Denbigh in accordance with the SEND Code of Practice 2015 are:
- **Assess:** Teaching staff in co-operation with the SENDCo should clearly analyse a student's needs before identifying a student as needing SEN support.
  - **Plan:** Parents/carers must be notified whenever it is decided that a student is to be provided with SEN support and an appropriate plan of support is put in place.
  - **Do:** Subject teachers retain responsibility for a student's learning, even when a SEN support plan has been identified and possible interventions have been identified that could involve some specialist support from an additional adult, in or out of the classroom.
  - **Review:** The effectiveness of the support and provisions in place should be reviewed regularly

**4.8** As outlined within the Graduated Response, all students with identified SEND are supported by Quality First Teaching within the classroom. Identified students may access targeted or personalised provision in addition to this, to support their individual progress and development. These provisions and interventions are tracked and monitored using Provision Map.

#### **4.9 Special Educational Needs Descriptors**

**4.9.1** At the identification stage students may receive short term additional support, and progress is monitored by the SENDCo and subject teachers. Intervention can be triggered through concern, supplemented by evidence that despite receiving adapted teaching, a student continues to make less than expected progress as described above. This also applies to students who qualify for Access Arrangements in Examinations.

**4.9.2** Where students are involved in initial interventions organised by the SEND Team, these are intended as a 'catch up and keep up' programme. Some students who are included in these groups may not have SEND but will benefit from this support to enable them to make appropriate progress. They will be listed on the SEND Register as 'M' for Monitoring.

**4.9.3** If as a school we decide, following consultation with parents, that a student requires on-going support that is additional to or different from their peers, the SEND Team, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes within subject areas.

**4.9.4 'K' (SEND Support /External Agency Involvement)** – 'Students with significant and persistent needs, which may require longer term additional support from teachers, SEND staff and other specialist staff will be placed on our SEND Register at this level.' Placement of a student at this level will be made by the SEND Team, following full consultation with parents or automatically during phased transfer based on their previous SEND Status. This will be reviewed during the first term.

A student on 'SEND Support' may:

- Make little or no progress in specific areas over a long period despite short-term interventions.
- Continue to work at levels considerably lower than expected for a student at a similar age.
- Continue to experience significant difficulty in developing literacy/numeracy skills.
- Have difficulties relating to social, emotional and mental health that substantially impede their learning.
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

**4.9.5** Where involved, external support services may advise on outcomes for students and provide specialist inputs to the support process where appropriate. Parental consent is sought before any external agencies are involved. The recommendations may be implemented by the subject teacher or involve other adults.

**4.9.6** All students at SEND Support - 'K' level will have an 'Student Profile' identifying personalised strategies and targets. These will be written in conjunction with the individual students and parents. These will then be shared with all teaching staff.

**4.9.7 'M' – Monitoring.** Students who have been identified as having a Special Educational Need but who are making progress in line with expectations and who do not require support additional to or different from their peers will be placed on the register as 'M'.

**4.9.8** Their progress will be monitored regularly and in accordance with the SEND Code of Practice they may be added to the formal SEND Register, if having followed the 'Graduated Approach' they later require provision different from or additional to that normally available to students of the same age.

#### **4.10 High Needs Funding**

If after the involvement of specialist external support and the use of Denbigh's own provision arrangement via its Notional Budget, we are still unable to meet the needs of a student, we can apply to the Local Authority for extra funding from the 'High Needs Block'. This will be applied for in full discussion and approval with the students' parents or carers. The application includes details of the student's needs as well as demonstrating how advice given by external agencies has been implemented and the impact this has had. Application for additional specialist support from the Local Authority may also involve allocation of a Specialist Teacher to work alongside school staff to support the on-going progress of a student. Evidence is also submitted showing the 'Plan, Do, Assess, Review' cycle over a period of two terms and will be recorded on the School's individual provision map and the allocated Local Authority paperwork.

#### **4.11 Request for Statutory Assessment**

Denbigh School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention and use of allocated notional resources, the progress of a student remains a significant cause for concern. Denbigh School will follow the guidelines, expectations and criteria outlined by Milton Keynes Council.

A request for a Statutory Assessment will only be made by Denbigh School following consultation with the Local Authority and when it is agreed that there is sufficient evidence to support a successful application. A Statutory Assessment might also be requested by a parent or outside agency. As a school we will have the following information available:

- Previous history of interventions.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and, if relevant, medical history.
- Current learning levels and individual targets.
- Other relevant assessments from specialists such as Specialist Teachers and Educational Psychologists.
- The views of parents.
- Where possible, the views of the student.
- Social Care/Educational Welfare Service reports when relevant.
- Any other involvement by professionals.

#### **4.12 Education, Health and Care Plan (EHC Plan)**

An Educational, Health and Care Plan (EHC Plan) is normally provided where, after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the school can offer without additional support. We recognise as a school that a request for a Statutory Assessment does not inevitably lead to an EHC Plan being issued.

An EHC Plan will include details of outcomes for the student. These are used to develop outcomes that are:

- Matched to the short- and long-term outcomes set in the EHC Plan.
- Established through parental/student consultation.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

#### **4.13 Reviews of Education, Health and Care Plans (EHC Plans)**

Education, Health and Care Plans must be reviewed annually. The SEND Team will organise these reviews and invite or seek contributions from the following people:

- The student's parent/carers.
- The student (if appropriate).
- The relevant teachers or support staff.
- Representatives of the SEND Inclusion and Assessment Team (if necessary)
- An Educational Psychologist (if necessary).
- Any other person the SEND team considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to the outcomes on the EHC Plan.
- Review the provision made to meet the student's need as identified in the EHC Plan.
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue or amend it.
- Set new outcomes for the coming year, if appropriate.
- Amend Student Profiles with additional information and relevant strategies.

**4.14** Within the time limits set out in the SEND Code of Practice 2015, the SEND Team will complete the annual review forms and send them, with any supporting documentation, to the Local Authority. As a school we recognise the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHC Plan.

**4.15** At Denbigh School, we have a robust system for assessing, planning, delivering, reviewing and recording provision and ensuring that it is personalised to the individual student. Progress is tracked from entry to Denbigh School through progress reports and staff feedback. Interventions are noted for each academic year on our Provision Map and an assessment of progress is made. Further interventions are established according to need. Progress towards EHC Plan targets will be reviewed by the Key Worker after 13 weeks.

## **Section 5: Criteria for Exiting the SEND Register**

**5.1** The SEND Register, which is held within Denbigh School, is constantly updated to respond to the needs of the students. If a student has made good progress and they no longer have needs that are significantly different to the majority of students the same age as them, then they may be moved off the SEND Register.

**5.2** A decision to remove the student from the Register will be made in consultation with the parents, the student and the SEND Team. A letter confirming the student's exit from the register will be sent to the student's parents and we will continue to monitor and track the student's progress closely. As a school we expect movement in the Register and consider it an indicator of the success of support and interventions which have been put in place.

## **Section 6: Working with Parents**

- 6.1.** We involve parents in any school-based response for their child and we aim to ensure that they understand the purpose of any intervention and subsequent programme of action. At Denbigh we formally report student progress to parents every term through our progress report system. In addition, parents are welcome to talk to the SEND Team, at a mutually convenient time, whenever they have a concern about their child. Any specific concerns raised by parents will be investigated and the results reported back and discussed with parents.

**6.2 Involvement with Educational Support Services**

Where necessary, Denbigh School will refer a child to an external specialist after consultation with parents.

**6.3 Links with Medical, Social and Voluntary Organisations**

As a school we will liaise as necessary with health professionals, including speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them as appropriate. We will provide them with all relevant information.

## **Section 7: Transition**

- 7.1** When a young person has been offered a place at Denbigh, we will meet with the relevant professionals at the current school to discuss the needs of those joining us. Communication between Denbigh School and the student's previous school ensures that best practice is shared and that we are fully informed about the student's needs and are best able to put into place the correct provision to ensure a smooth transition into secondary school.
- 7.2** If a child has an EHC Plan, where practicable the SENDCo will attend EHC Plan review meetings for students who are joining Denbigh School. This helps to ensure that provisions as set out in the Plan can be put into place when the young person joins Denbigh School.
- 7.3** We will also offer extra transition days in addition to the Summer School for students who are deemed to be vulnerable on transfer. Selection for this is based on the advice provided by the primary school. This provides further opportunities for familiarisation with the school layout and routines as well as allowing students to meet members of staff. If further transition opportunities are needed, an individual transition plan will be designed, in conjunction with parents and the student's current school.
- 7.4** Initial advice regarding a student's SEN is circulated to all staff before the student starts at the school. Parents are given the opportunity to discuss this before the student starts the school or at the Year 7 Transition Evening.
- 7.5** Students with Special Educational Needs that are moving between key stages will have transition arrangements in place supported by the SEND Department.

## **Section 8: Supporting pupils with medical conditions**

- 8.1** Most students at some time have a medical condition, which could affect their participation in school activities. This may be a short-term situation or a long-term medical condition which, if not properly managed, could limit their access to education. The DSLSB and staff at Denbigh School wish to ensure that students with medical needs receive care and support. We firmly believe that students should not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to the curriculum or other additional activities.
- 8.2** Students who require additional supportive arrangements for examinations and internal assessments will be identified and, where appropriate, assessed by the relevant members of staff. A range of supportive arrangements can be put in place for those who qualify, in line with JCQ guidelines. JCQ is the Joint Council for Qualifications. Supporting documentation will be kept securely on file within the Student Support Centre and Examinations office. For students in Year 7 to 9, informal Access Arrangements, which have not been formally awarded by JCQ, will be in place to support the student. This also provides supplementary evidence for later formal applications and indicate a student's normal way of working at school.
- 8.3** Information regarding how students with medical conditions are specifically supported is contained in the Alliance School Trust's 'Procedure for Supporting Students with Medical Conditions'.

## **Section 9: Monitoring and Evaluation of SEND**

- 9.1** This Policy complies with the statutory requirement laid out in the SEND Code of Practice, 2015 and has been written with reference to the following guidance and documents:
- 9.1.1** Equality Act 2010: Advice for schools DfE (May 2014)
  - 9.1.2** SEN Code of Practice (2015)
  - 9.1.3** Special Needs and Disability Regulations (2014)
  - 9.1.4** Statutory Guidance on Supporting pupils at School with Medical Conditions (December 2015)
  - 9.1.5** Child Protection and Safeguarding Policy (2022-23)
  - 9.1.6** Teaching and Learning Policy (2022)
  - 9.1.7** Teachers Standards (2012 updated 2013)
- 9.2** This Policy was created by the School's SENDCo and approved by the DSLSB and is shared with parents and families via the School's website.

## **Section 10: Policy on SEND training for staff**

- 10.1** Whole staff training in SEND will be identified and met through INSET provision.
- 10.2** SEND training sessions will be organised to meet the current needs of staff and will be led by the SEND Team, another member of staff, or by an appropriate outside agency. Teaching Assistants will be invited to attend relevant sessions and external courses as their contracts allow.

## **Section 11: Roles and Responsibilities**

**11.1** The key individuals within Denbigh School who share a responsibility for those students identified as having SEND are:

- 11.1.1** The Headteacher.
- 11.1.2** The Deputy Headteacher with responsibility for SEND.
- 11.1.3** The Special Needs Co-ordinator (SENDCo)
- 11.1.4** Heads of Faculty.
- 11.1.5** Subject Teachers.
- 11.1.6** Student Support Staff.
- 11.1.7** Member of the DSLSB responsible for SEND.

**11.2** The SEND Team, in collaboration with the Headteacher and DSLSB, is responsible for:

- 11.2.1** Overseeing strategic development, the SEND Policy and provision to raise the achievement of SEND students.
- 11.2.2** Co-ordinating provision for students with special educational needs.
- 11.2.3** Developing effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of students' needs. This is achieved by monitoring the quality of teaching and student achievements and by setting targets for improvement.
- 11.2.4** Collaboration with Heads of Faculty and pastoral colleagues to ensure that learning for all students is given equal priority and that available resources are used to maximum effect.
- 11.2.5** Managing Teaching Assistants.
- 11.2.6** Overseeing the records of all students with special educational needs and/or disabilities.
- 11.2.7** Liaising with parents/carers of students with special educational needs.
- 11.2.8** Contributing to the in-service training of staff.
- 11.2.9** Liaising with external agencies including the Local Authority's Support and Educational Psychology services, Health and Social services and voluntary bodies.

**11.3** The Headteacher and the DSLSB have delegated the responsibility for the day-to-day implementation of this Policy to the SENDCo and the wider SEND Team.

## **Section 12: Storing and Managing Information**

**12.1** All SEND files are kept in a locked filing cabinet in the Student Support Centre or on secure electronic databases. They are accessible to any member of the teaching staff and appropriate support staff on request. All staff also have electronic access to appropriate documents on Denbigh School's secure on-line area.

## **Section 13: Reviewing the Policy**

**13.1** It is important our SEND Policy reflects current practices within the School. The Policy will therefore be reviewed regularly by the SEND Team and updated with amendments taking into account any national, local and school changes. Any changes will be presented to the DSLSB for consideration.

## **Section 14: Accessibility**

- 14.1** All students, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The DSLSB is responsible for ensuring that teaching arrangements and strategies are fully inclusive. The culture, practice, management and deployment of resources are designed to ensure all student's needs are met.
- 14.2** Students on the SEND Register mainly receive support within mainstream classes across the curriculum using a variety of strategies. Additional individual or small group support is used to help some students to improve their reading, spelling, numeracy or study skills.
- 14.3** The Notional Budget will be used to access resources, develop the school environment and support staff, in order to allow all students to access the curriculum and to fulfil their development potential.
- 14.4** The school building and premises has wheelchair access, including lift access and toilet facilities for disabled students. The school has three 'Evac chairs' for emergency evacuation of the staircases. Arrangements for emergency evacuations are considered for individual students.

## **Section 15: Dealing with Complaints**

- 15.1** Parents are encouraged to discuss any problems with their child's subject teacher or Tutor initially. Most problems can be resolved in this way. If this is not the case, parents may raise their concern with the Head of Year or SEND Team as appropriate.
- 15.2** However, if this fails and a parent wishes to make a formal complaint, the Alliance Schools Trust, of which Denbigh School is a member, has published guidelines for parents detailing the necessary stages in its Complaints Procedure.

## **Section 16: Bullying and Behaviour**

- 16.1** Bullying is any action which hurts or threatens another person, physically or mentally, and which occurs repeatedly over a period of time. It is different from an unpremeditated act of violence, or a disagreement that students may experience from time to time. Bullying is either done with the deliberate intention of causing distress or results in causing distress. It usually takes place repeatedly over a period of time. Denbigh School has a zero- tolerance approach to bullying. All incidents of bullying will be dealt with swiftly.
- 16.2** Further information regarding how incidents of bullying are dealt with within the school can be seen in the Denbigh School Anti-Bullying Policy.
- 16.3** At Denbigh School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our students. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.
- 16.4** Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able

to speak out if something isn't right. Some children and young people may be vulnerable because they:

- Have additional communication needs.
- Do not understand that what is happening to them is abuse.
- Need intimate care or are isolated from others.
- Are dependent on adults for care.

More information is available at: <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>

- 16.5** If any behaviour raises a safeguarding concern, procedures and processes will be followed at all times in accordance with the Alliance Schools Trust's Child Protection and Safeguarding Policy.
- 16.6** All students at Denbigh School, including those on the SEND Register, are subject to the same high expectations in terms of their behaviour and any behaviour will be considered in accordance with the Denbigh School Behaviour Policy.

## **APPENDIX 1**

**Details of key people who share a responsibility for those students identified as having SEND at Denbigh School.**

### **Denbigh School SENDCo**

**Mrs R Martin.** Mrs Martin has Qualified Teacher Status and is working towards National Professional Qualification for SENDCO (NPQSENDCO). She can be contacted by email at: [sendco@denbigh.net](mailto:sendco@denbigh.net).

### **Denbigh SLT Lead Member**

**Mr A Steed - Headteacher**

### **Deputy SENDCo:**

**Mr A Georgiou.** He can be contacted by email at: [sendco@denbigh.net](mailto:sendco@denbigh.net).

### **Denbigh Local School Board Assurance Inclusion Governor**

**Mr M Leib**