

GREENACRE SCHOOL TRUST OPERATIONAL - 5 YEAR PLAN

PRIORITY: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE						
Outcomes	2016/17	2017/18	2018/19	2019/20	2020/21	Links to Action Plans & PM
<p>All Children and young people are safe and know how to keep themselves safe from harm.</p>	<p>Introduction of termly staff safeguarding workshops to compliment current online safeguarding training. Resource: Staff time</p> <p>Anti-Bullying Charter- Silver award achieved. Resource: Family Team LTA time.</p> <p>Introduction of parent e-safety workshops incorporating school e-safety policy. Family Team HLTA planning & delivery time.</p>	<p>Continuous development of safeguarding workshops in line with statutory guidance with scenario-based activities. Resource: Family Team planning time.</p> <p>Anti-Bullying Charter- Gold award achieved. Resource: Family Team LTA time.</p> <p>100% of parent/carers surveyed state that they know how to keep their child safe online or where to seek support to do so.</p>	<p>Online Safeguarding training has been replaced by a bespoke (including ICT-based) Greenacre safeguarding training package delivered to all staff upon induction and annually thereafter. Resource: Family Team delivery time.</p> <p>Anti-Bullying Charter- Platinum award achieved. Resource: Family Team LTA time.</p>	<p>Safeguarding Leads to become accredited trainers of national safeguarding training packages. Resource: Accredited course training costs and Family Team time.</p> <p>Year on year reduction in bullying incidents. Staff awareness of procedures maintained. Resource: Family Team LTA time.</p>	<p>Safeguarding training becomes a part of the GESS offer.</p>	<p>Family Team Action Plan.</p> <p>Social Conduct Team Action Plan.</p> <p>Link to PM Targets of: PD, B & W Lead, Attendance Officer, Family Team HLTA & LTAs, Social Conduct LTAs, PHSCE Lead, SRE Lead.</p>

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	<p>Cross-curricular safeguarding focus introduced to every area of teacher planning.</p> <p>Representation on Barnsley Safeguarding Children with Disabilities forum. Resource: PD, B & W lead time.</p> <p>Representation on Local Safeguarding Children Board. Resource: PD, B & W lead time.</p> <p>Staff induction process is reviewed.</p> <p>Visitors into school procedures are reviewed. Resource: PD, B & W Lead time.</p>	<p>Links with Local Safer Neighbourhood Teams (South Yorkshire Police) are fully re-developed and a PCSO delivers safety sessions to C&YP at least termly. Resource: Family Team LTA planning time.</p> <p>There is a thorough staff induction process in place which reflects Greenacre safeguarding needs- all staff new to Greenacre undertake within 2 weeks.</p>	<p>Greenacre has developed its own Multi-Agency Safeguarding Hub (MASH) incorporating Family Team, social care, health, CAMHS and South Yorkshire Police. Resource: PD, B & W lead time.</p> <p>Relationships (and Sex & Relationships) at approp education is embedded across all key stages within school.</p>		<p>The Greenacre MASH is working to reduce safeguarding crisis issues by working in a proactive and cohesive way by proactively supporting families where potential safeguarding issues could occur. Resource: Analysis time by PD, B & W Lead.</p> <p>(Work collaboratively across agencies to develop school local offer to Borough wide commissioning intentions and requirements.)</p>	
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<p>All children and young people display a readiness to learn.</p>	<p>Whole school attendance target set at 95%. An increase from 2015/16's 91.44%.</p> <p>Links are re-formed with the Education Welfare Service, Greenacre referrals into EWO service are actioned quickly and in-conjunction with attendance officer.</p> <p>0.2FTE Dedicated Attendance officer time leads to a decrease in key pupils' absence rates through more rapid identification of persistent absentees.</p> <p>Resource: Attendance officer time.</p>	<p>Year on year whole-school attendance increase.</p> <p>Education-welfare service-level agreement is reviewed.</p> <p>Greenacre achieves 'Leading Parent Partnership Award'</p> <p>Every class team has at least one staff member confident in Functional Analysis of behaviour and supports development of robust and effective PIPs.</p> <p>Resource: Social Conduct LTA planning and delivery time. Staff training costs.</p>	<p>End of year analysis indicates a year on year reduction in the use of restrictive physical intervention.</p> <p>Resource: Social Conduct Team time.</p>	<p>End of year whole school attendance is never less than 95%</p> <p>Whole school incidents of challenging and socially invalid behaviour are by now showing a year on year reduction.</p> <p>Resource: Social Conduct Team analysis time.</p>		<p>Link to PM Targets of: PD, B & W Lead, Attendance Officer, Social Conduct LTAs.</p>
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<p>All young people leaving Greenacre make informed choices about their future and go on to lead fulfilling lives where they make a positive and respectful contribution to society.</p>	<p>Named Family Team contact for Transition (social care) Team allows for two-way discussions regarding capacity decisions. Resource: Family Team LTA time.</p>	<p>Transitions plans are revised to incorporate 'career plans' for every student from year 9 upwards.</p> <p>Family Team have developed and fully implemented a system to ensure that all pupils are known to transitions social care team at the point of entering year 13 at latest. Resource: Family Team time.</p> <p>All P16 reviews have a representative from TIAG and Social Care.</p>	<p>At least one member of the transitions team is accessible in school weekly.</p> <p>Participation of health and social care in EHCP reviews will increase.</p>	<p>Students 'at risk' are identified in Y10 with a targeted family team member being responsible for their 'career plan' ensuring a multi-agency approach to reach their life outcomes.</p>	<p>100% of students leaving Greenacre have social care representation.</p> <p>EHC plans reviewed using team around the child approach for all users – including input from health and social care.</p>	<p>Link to PM Targets of: PD, B & W Lead, Family Team LTA.</p>
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<p>All young people at Greenacre reach their full potential in terms of physical and emotional health and wellbeing.</p>	<p>Introduction of 'mental health first aid' training to key Greenacre staff.</p> <p>CAMHS-funded LD nurse placed at Greenacre for at least 20% per week.</p> <p>Systems are in place to ensure that Family Team co-ordinate referrals into adult social care for those young people not known to social care at 17.</p> <p>Every pupil has access to a nurse-led 'drop-in' session.</p>	<p>At least one adult per class team knows how to recognise a child in need of mental health support.</p> <p>Family Team regularly support PHSE and SMSC lessons across school.</p> <p>Resource: Family Team</p>	<p>The CAMHS-Greenacre relationship is embedded and an LD nurse forms part of the Greenacre MASH.</p>	<p>A member of the Family Team is a trained pupil counsellor able to offer therapeutic input to all pupils in need of emotional support.</p> <p>Resource: Accreditation & training costs, timetabling costs.</p>		<p>Link to PM Targets of: PD, B & W Lead, Attendance Officer, Family Team HLTA, Family Team LTAs, PHSCE Lead, SRE Lead.</p>
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PRIORITY: TEACHING, LEARNING AND ASSESSMENT						
Outcomes	2016/17	2017/18	2018/19	2019/20	2020/21	Links to Action Plans & PM
<p>Inclusive personalised curriculum</p> <p>Resource implications:</p> <p>Phase leader time</p> <p>Work and transitions mentor</p> <p>SPD staff training</p> <p>Free school application and development</p>	<p>Rolling programmes link with the assessment criteria to provide a curriculum map that is used consistently to inform teachers planning, ensuring pupil progress.</p> <p>Personalised timetables maximise learning opportunities, and incorporate a social inclusion model.</p>	<p>The engagement profile is complimentary to the rolling programmes, giving pupils with complex needs a broad, balanced and inclusive curriculum, with small steps of progress being recorded in the appropriate way.</p>	<p>Enquiry to research & develop the 8 domains of an MSI curriculum, focusing on students with CN learn how to learn. How do our students interpret/learn from and respond to their environment?</p> <p>Ongoing training for staff re: SPD.</p> <p>16-25 vocational free school (transitional hub) developed.</p>	<p>LTA's lead staff training re: SPD and development of the MSI curriculum.</p>	<p>A broad and inclusive vocational offer is available from year 9, with positive exit routes to supported employment in up to 3 key areas.</p> <p>Vocational Free School</p> <p>10% of students completing a vocational pathway (traineeship) in P16 leave into employment.</p>	

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<p>Teaching and learning is outstanding</p> <p>Resource implications:</p> <p>Cover costs (induction programme x1 term)</p> <p>TA cover costs: improvement programme</p> <p>Iris: £11,875 for 3 years</p>	<p>The teacher's induction programme demonstrates that new teachers are judged to be good and better by the end of their first year.</p> <p>TA improvement programme is established, to include development in literacy, numeracy and ICT.</p> <p>Mandatory involvement in the reading group demonstrates destination outstanding group's practice is based on evidence based research.</p>	<p>Links with at least one university supports the research based approach to improving pupil outcomes.</p> <p>Cross school enquiry demonstrates improved pupil outcomes in key areas.</p> <p>The TA improvement programme demonstrates increased confidence and development of literacy, numeracy and ICT skills in TAs.</p> <p>The reading group is self-driven and includes TA's.</p>	<p>The Destination Outstanding programme includes teachers from at least 4 other schools.</p> <p>Access to the TA improvement programme demonstrates consistent good and better delivery by Tas.</p> <p>The reading group includes teachers from other schools.</p> <p>Iris is used as a teaching and learning tool and support tool, and is embedded within the practice of the whole school.</p>	<p>The Destination Outstanding programme is accredited externally by a university with opportunities for post graduate qualifications.</p> <p>The model of TA development is successful and runs collaboratively with the TSA/ MAT.</p> <p>The use of Iris is used as a tool to develop teaching and learning across schools/ MAT</p>	<p>Teaching and learning is outstanding.</p> <p>The Destination Outstanding programme is recognised externally as exemplary practice.</p> <p>TA practice is consistent when compared to good and better delivery by teachers.</p>	<p>T & L leads (CW, ZW, GMc, AW)</p> <p>DO group: TA support (AW)</p> <p>DT</p>
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	<p>One destination outstanding group is confident in the use of 'lesson study' to improve practice.</p> <p>Iris is introduced and used across school led by teaching and learning leads.</p>	<p>'Lesson study' underpins the practice of two DO groups and demonstrates impact on pupil progress.</p> <p>Every teacher uses Iris at least once as a coaching tool.</p>				
<p>The assessment system is measurable, appropriate and sustainable.</p> <p>Resource implications:</p> <p>Admin support to develop and role out new assessment system.</p>	<p>The marking and feedback policy is implemented consistently throughout school, with PPR being an integral part of this.</p> <p>Moderation meetings and progress tracking meetings ensure teachers judgements are consistent using the new assessment system.</p>	<p>Pupil tracking meetings inform the Assess-Plan-Do-Review element of the Annual Review process.</p> <p>The engagement profile, the revised EIM, learning levels and social conduct levels demonstrate small steps progress for learners working below P3/M3.</p>	<p>Partnership working with 4 other special schools, draws on inclusive assessment practice.</p> <p>Assessment practice is holistic and inclusive and viewed externally as exemplary practice.</p>	<p>The Greenacre model of assessing young people working below age related expectations is used in five other schools (including mainstream).</p> <p>All teachers are confident in setting aspirational but achievable targets for all young people.</p>	<p>Assessment allows teachers, parents and the government to have an overview of pupil's success.</p> <p>Internal and external moderations demonstrates consistent and effective teacher judgements.</p>	<p>T and L lead</p> <p>CR, DT: DO group</p> <p>Subject leads: TC, DT, AW, ZW, JL, CW</p> <p>SENDCOs: HW/ BH</p> <p>AHTs</p> <p>Lifeskills exams team: HG/ NM</p>

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<p>Time Assessment lead and subject leads.</p>	<p>There is a clear triangulation between marking, feedback, PPR and planning.</p> <p>The new assessment system is used consistently across school and measures pupil's achievements. The assessment system is extended to include ICT across the school. Learning conversations allow students to understand their next steps rather than what 'level' they are working at.</p>	<p>The revised P levels feed into the Greenacre assessment system using pupil friendly language. Parents and governors understand the language of assessment and what student's next steps are.</p>	<p>Pupil's progress targets are set in line with the national progression guidance but also using evidence based target setting based on the last three years progress using the new assessment system.</p>		<p>Pupil progress is outstanding, based on the national upper quartile expectation.</p>	
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	All Life Skills students to be assessed using Entry Level criteria. Darton Satellite students will complete accredited units in line with main site e.g. AQA.					
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PRIORITY: SEND STRATEGY						
Outcomes	2016/17	2017/18	2018/19	2019/20	2020/21	Links to Action Plans & PM
All stakeholders will work in collaboration together to achieve best possible outcomes for SEND children and young people.	<p>Statements will be transferred in line with LA timelines.</p> <p>Positive links will be made with SEN Team.</p>	<p>All pupils at Greenacre School will have an EHC Plan in place.</p> <p>Regular meetings (monthly) will take place between SEN Team and SENCOs.</p> <p>Greenacre will open an early assessment nursery and offer assessment places to under 5s.</p>	<p>Participation of health and social care in EHCP reviews will increase.</p> <p>Greenacre has developed its own Multi-Agency Safeguarding Hub (MASH) incorporating Family Team, social care, health, CAMHS and South Yorkshire Police.</p>	<p>Greenacre will lead on training sessions across the borough with a focus on multi-agency working and co-production.</p> <p>Greenacre will open a second early assessment unit.</p>	<p>EHC plans reviewed using team around the child approach for all users – including input from health and social care.</p>	<p>Dan Foster/Sharon Wainwright, Family Team and SENCOs</p>
Parent participation will increase significantly over time.	<p>Parent participation in EHC meetings is above 50%.</p>	<p>Greenacre will develop a model of co-production.</p>	<p>Parent participation in EHC meetings is above 70%.</p>	<p>Greenacre will employ a parent participation worker to increase involvement.</p>	<p>Parent participation in EHC meetings is above 90%.</p> <p>Feedback from Have a say parents questionnaire satisfaction above 80%.</p>	<p>Dan Foster, Sharon Wainwright, Family Team, Phase Leaders and SENCOs</p>

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<p>The number of requests for specialist provision will decrease in relation to an increase in confidence of other providers of SEND provision across the borough. Reduction in SEN appeals.</p>	<p>Greenacre SENCOs will host network meetings for Barnsley SENCOs.</p> <p>Attendance by Greenacre at mediation meetings will increase (most will be attended).</p> <p>An SLA with LA will be agreed for Greenacre to outreach to mainstream schools in Barnsley.</p> <p>Greenacre will have a robust admissions policy that reflects the school's current model of social inclusion.</p>	<p>Greenacre SENCOs will complete the SENCO training.</p> <p>All mediation meetings involving requests for Greenacre places will be attended by a representative from the SLT or WLT.</p> <p>Specialist Greenacre teachers will have a 0.2 timetable teaching in mainstream schools across Barnsley schools.</p>	<p>An established network of SENCOs will meet termly at Greenacre for a 'MASH Up'.</p> <p>Greenacre SENCOs will deliver PC review/EHCP and OPP training through GESS.</p> <p>Specialist Greenacre teachers will have a 0.4 timetable teaching in mainstream schools across Barnsley schools.</p>	<p>Greenacre SENCOs will act as mentors to other SENCOs across the borough.</p> <p>Specialist Greenacre teachers will have a 0.6 timetable teaching in mainstream schools across Barnsley schools.</p>	<p>GESS will provide bespoke SENCO support packages – SLAs will be in place with at least one MAT.</p> <p>Greenacre will receive funding from other stakeholders (MATs & Las) to provide full time Specialist Teachers in mainstream schools.</p>	<p>Diane Greaves, Sharon Wainwright and SENCOs, Teaching and Learning Leads.</p> <p>Sharon Wainwright, Teaching and Learning Leads.</p>
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<p>All children and young people will have their views represented in order to shape long term life outcomes; and all SEND children and young people will have an EHC Plan in place which outlines how these outcomes will be met.</p>	<p>SENCOs will have completed person centred review and One Page Profile training.</p>	<p>All P16 reviews have a representative from TIAG and Social Care.</p>	<p>All students will have a co-produced OPP. P19 learners all have an EHCP in place.</p>			<p>Sarah Parker, Marie Harper, Dan Foster, Family Team, SENCOs.</p>
<p>All young people will be consulted to understand and be supported make decisions in order to shape their future pathways and achieve successful transitions into adulthood.</p>	<p>Upper School SENCO will work in collaboration with WRL LTA to investigate transition pathways for all learners. All Y12 students will visit all P19 destinations.</p>	<p>Termly TIAG input in classes to discuss potential destinations and parent meetings to occur at least once per year. 40% of Y14 students will begin independent travel training.</p>	<p>Termly TIAG input in classes to discuss potential destinations and parent meetings to occur at least twice per year. At least one member of the transitions team is accessible in school weekly.</p>	<p>Termly TIAG input in classes and with parents to discuss potential destinations.</p>	<p>All young people leave with an EHCP and clear plan of their next steps with appropriate services involved to support them to achieve positive outcomes.</p>	<p>Sarah Parker, Upper school SENCO.</p>

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	<p>20% of Y14 students will begin independent travel training.</p> <p>Named Family Team contact for Transition (social care) Team allows for two-way discussions regarding capacity decisions.</p>	<p>Transitions plans are revised to incorporate 'career plans' for every student from year 9 upwards.</p>		<p>Students 'at risk' are identified in Y10 with a targeted family team member being responsible for their 'career plan' ensuring a multi-agency approach to reach their life outcomes.</p>		
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PRIORITY: LEADERSHIP AND GOVERNANCE						
Outcomes	2016/17	2017/18	2018/19	2019/20	2020/21	Links to Action Plans & PM
Ensure effective governance arrangements in place	<p>Align Governor activities to revised strategic plan and ensure Governors effectively support areas of designated responsibility</p> <p>Provide training and information to governors for area of designated responsibility</p> <p>Assess whether meeting EFA 'Must Do' requirements and develop action plan to meet any gaps</p> <p>Undertake Governor contribution review per NGA framework</p> <p>Undertake skills gap audit – identify training and development needs</p> <p>Consider and revise reports and reporting process across all governor and Director meetings</p> <p>Consider succession planning for Governors and consider any recruitment requirements</p>					

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<p>Ensure effective strategic and operational planning in place with ownership across the organisation</p>	<p>Undertake revised strategic and operational planning process for next 5 years</p> <p>Develop clear operational action plans, identifying leads for each action, embedded across all staff performance objectives</p> <p>Review and revise risk management process separating key strategic risks from operational risks and ensure managed effectively</p> <p>Explore options for different delivery models for the school and implement as required</p> <p>Establish and embed core values for school developing a culture of excellence</p> <p>Embed outcomes from 'Have a Say' week into strategic and operational plans to ensure staff, pupils, carers and families views are taken into account</p>					
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<p>Ensure effective performance framework to understand if achieving what is set out in the school plans</p>	<p>Establish performance dashboard for governors and SLT, aligned to key priorities and outcomes</p> <p>Establish clear performance measures / indicators to evaluate progress against the identified priorities and outcomes</p> <p>Ensure effective reporting mechanisms in place</p>					
<p>Ensure a flexible, effective and motivated workforce in place</p>	<p>Develop revised induction process</p> <p>Develop revised performance management framework for TA's (DO)</p> <p>Align performance objectives off staff to school improvement plan actions and strategic objectives</p> <p>Continue to use 'Destination Outstanding' and 'Appreciative Enquiry' to drive staff development of improvements across the school</p> <p>Revise school Code of Conduct and include requirement for all other agencies on site to comply with requirements</p>	<p>Develop opportunities to improve the success of recruitment</p> <p>Ensure succession planning in place</p> <p>Develop revised CPD opportunities for LTA's / HLTA's / NQT's</p> <p>Embed the core values of the school across all staff</p>				

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<p>Ensure school and associated premises are safe and healthy places to work</p>	<p>Identify and share expectations of all staff members in relation to health and safety</p> <p>Deliver appropriate training to ensure all staff aware of and undertake requirements associated with health and safety</p> <p>Ensure governors and senior management aware of their accountabilities in terms of health and safety</p> <p>Develop data dashboard and reporting mechanism for governors and SLT</p>	<p>Review health and safety SLA and consider level of external support required moving forward</p> <p>Review, develop and embed health and safety management system</p>				
<p>Effective management of all resources aligned to the schools medium term strategic and operational plans</p>	<p>Understand the impact of changes to national funding driven through the funding formula reviews – model impact and outcomes on medium term financial plan</p> <p>Implement and maintain rolling 5 year financial budgets aligned to the schools operational plans – ensuring balanced</p>	<p>Undertake detailed business planning for the CIC</p> <p>Undertake detailed business planning for GESS</p> <p>Consider external funding opportunities aligned to school strategic plan</p>				

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	<p>Review the financial reporting to SLT, governors and Directors</p> <p>Review the staffing structure of the school</p>	<p>Develop ICT strategic plan to include IT replacement programme and impact on teaching and learning and cloud based solutions</p>				
<p>Value for money achieved across all resource utilisation</p>	<p>Undertake efficiency review of all major areas of spend to consider scope for improved value for money</p> <p>Consider opportunities for improved value for money from any change in Trust structure to include income generation</p> <p>Ensure the premises (Including school grounds) meet the needs of the school, are adequately maintained and are being utilised effectively</p> <p>Review asset register and consider assets against school plan requirements over medium term and any replacement requirements</p>					

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Glossary of Terms

P16	Post – 16	SEN/SEND	Special Educational Needs and Disabilities
PM	Performance Management	PPR	Pupil Progress Reports
PD	Personal Development	LA	Local Authority
B&W Lead	Behaviour & Welfare Lead	SLA	Service Level Agreement
HLTA	Higher Level Teaching Assistant	SLT	Senior Leadership Team
LTA	Lead Teaching Assistant	WLT	Wider Leadership Team
PHSCE	Personal, Health, Social Citizenship Education	GESS	Greenacre Educational Support Services
SRE	Sex and Relationships Education	EFA	Education Funding Agency
PCSO	Police Community Support Officer	NGA	National Governors Association
C&YP	Children & Young People	NQT	Newly Qualified Teacher
EWO	Education Welfare Officer	CIC	Community Interest Company
CAMHS	Child and Adolescent Mental Health Service	OFSTED	Office for Standards in Education
PIPs	Personalised Intervention Plans	CCG's	Clinical Commissioning Groups
TIAG	Targeted Information Advice and Guidance	HCP	Healthy Child Programme
EHCP/EHC	Education, Health and Care Plan	DfE	Department for Education
LD nurse	Learning Disability Nurse	PSD	Personal Social Development
PHSE	Personal, Health, Social Education	EHA	Early Help Assessment
SMSC	Spiritual, Moral, Social and Cultural	MAT	Multi-Academy Trust
SPD	Sensory Processing Difficulties	DO	Destination Outstanding
MSI	Multi-Sensory Impairment	OPP	One Page Profile
CN	Complex Needs	SENDCO	Special Educational Needs and Disabilities Co-Ordinator