Halton Lodge Primary School

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Halton Lodge Primary School
School website address:	https://www.haltonlodge.co.uk/
School information:	
Type of school:	Primary Age 4-11 years
Description of school:	Halton Lodge Primary School is an inclusive, mainstream primary school offering places for children between the ages of 4 and 11.
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes. From January 2020 an EYFS/KS1 SEMH Provision opened for up to 6 pupils identified as having SEMH as their Primary Need. Places are allocated by the Local Authority SEN Team following successful applications of an EHCP. The provision is staffed by a Teacher and two TA's.
Number on roll:	195
% of children at the school with SEND:	SEND: 20% EHCP: 6.15% TOTAL: 26.15%
Date of last Ofsted:	September 2021
Awards that the school holds:	
Accessibility information about the school:	The school has an Accessibility Plan which details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is built on one floor. Some areas in reception class have been re-developed further to ensure full access on uneven surfaces for wheelchairs. There is wheelchair access from outside to inside school and graduated slopes are available in the playground to access different levels. We have a disabled toilet in the medical room, to address medical needs.

Please provide a web link to your school's Accessibility Strategy	https://www.haltonlodge.co.uk/serve_file/8561409		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	See Appendix B		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	https://www.haltonlodge.co.uk/page/documents-policies/117624
		Safeguarding Policy	https://www.haltonlodge.co.uk/page/documents-policies/117624
		Behaviour Policy	https://www.haltonlodge.co.uk/page/documents-policies/117624
		Equality and Diversity	https://www.haltonlodge.co.uk/page/documents-policies/117624
		Pupil Premium Information	https://www.haltonlodge.co.uk/page/documents-policies/117624
		Complaints procedure	https://www.haltonlodge.co.uk/page/documents-policies/117624

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.

At Halton Lodge Primary we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school in Reception, so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special educational need in their early years setting, then the class teacher and SENCo will use this information to inform planning and support (See SEND Policy, 2023)

Children may be identified by the following:

- A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention
- Concerns raised by a teacher or parent/carer and shared with the SENCo
- Consultation between class teachers and the leadership team during pupil progress meetings, following termly assessments
- Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service, Specialist Teacher, SAL Therapist, Health Professional
- Parental requests for further assessment and investigation which leads to class teachers and the SENDCO identifying a SEND.

- Supported by an EHCP – and level of funding received to support the child.

What happens if a parent is concerned about their child's learning?

Halton Lodge Primary supports and encourages parents and carers to share their concerns about their child's development. Partnership plays a crucial role in enabling children with SEND to achieve their full potential. Parents and carers hold key information and have the knowledge and experience to contribute to the shared view of their child's needs. All parents and carers of children with SEND will be treated as equal partners and given support to play an active role in their child's education.

Who can Parents/Carers contact if concerned about their child's learning?

Initial concerns should be discussed with the child's class teacher in the first instance. Strategies will be implemented to support the child and a SEND Support Plan or Behaviour Plan implemented. The SENCo and teachers will consider further assessments and investigation of the child, to see if there are any needs which have not been assessed. This may lead to referrals to additional agencies being completed.

Parents have the opportunity to discuss their child's needs and their support plans each term at the SEND Parents Evening as well as at the scheduled termly Parents Evenings – or they can request a meeting with the Teacher and/or SENCo to discuss any concerns.

What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.

SEN Team- Specialist Teacher services including for visually impaired and hearing impaired pupils.

Educational Psychology Consultation Group & individual consultations

Speech & Language Therapy Services (Chatterbug)

CAMHS / Kooth, Attendance Team

Mental Health Support Team

Halton Behaviour Support Service

Positive Behaviour Support Service

Woodview CDC (including Occupational Therapy, Physiotherapy, Additional Needs Nursing Team, Sleep Clinic)

 School Health Team

Continence Team

iCART including Early Help Teams and Family Support Services

Our school works in partnership with additional agencies. Additional agencies are routinely invited to MAP, CIN, CP or LAC meetings, where appropriate, and information can be shared to develop appropriate plans.

Meetings will take place either face to face, video link or telephone call.

How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.

The school has an IT Suite, providing a class set of PC's, which all classes have timetabled access to and regularly use.
Each Phase has access to a class set of i-pads.
The ICT Policy reflects the changes and addition of the Computing elements of the curriculum.
We currently follow the Knowsley ICT Scheme of work and have access to a range of programmes and App's to support learning of ICT and computing skills across the school.

What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?

Visual timetables and symbols used.
Task managers
Boxall Profile
One Page Profile
Gingerbear
Time To Talk intervention
Peer Massage
Yoga
Safe spaces created in classrooms and areas in school
Individual work stations
Intervention spaces
Sensory tasks
Emotion Coaching
SEAL's
Jigsaw (PSHE Scheme)
ELSA Resources/intervention

What strategies/programmes/resources are available to speech and language difficulties?

Welcomm Assessment in Reception and Year 1.
Links with Chatterbug SALT services.
Follow strategies and programmes recommended by therapists.
Colourful semantics
Black Sheep Resources
Little Wandle Letters & Sounds scheme.
Phonics games and activities
Narrative Therapy

Strategies to support the development of literacy (reading /writing).

Little Wandle Letters and Sounds (Phonics Teaching)
ECAR Teacher for Year 1 and 2 pupils
ECAR strategies
Primary Writing Project strategies and activities

Dyslexia Friendly Resources used
Teodorescu programme
Letterjoin (Handwriting)
Literacy First strategies for Phonics, Reading and Writing
Overlearning/Precision teaching
Guided Reading
'Colour Box' Comprehension tasks
Project Code X intervention
Pathways to Read
Pathways to Spell

Strategies to support the development of numeracy.

Power Maths
Mastering Number Programme
Maths Fluency Programme intervention
Daily Morning Maths (problem solving)
Anthony Reddy strategies
Pre-teaching/post teaching of strategies
Sense of Number Intervention

How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.

Differentiation within lessons/tasks/activities and expectations.
Provision of practical equipment to support tasks.
Small group – adult led teaching and support.
Planned Interventions relating to Support Plans/progress
Visual support materials
Additional adult in each class
Peer/partner tasks
Use of ICT resources
Use of Dyslexia Friendly resources

How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).
What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.

The SENDCO and Headteacher oversee progress of any child requiring additional support at our school. They will also deploy support staff where they are needed in order to support children with SEND. Support is allocated based on need and is aimed at securing good outcomes for SEND children and narrowing the gap with their peers.

Considerable thought, planning and preparation, goes into utilising our support staff, to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Teachers complete termly assessments and teacher assessments which inform the school tracking system. Progress meetings take place termly between the Headteacher, Phase Leaders and Class Teachers. Interventions and referrals are recommended, as a result of these meetings.

SEND Support Plans and Behaviour Plans are reviewed at least termly and progress towards the targets reviewed at least half termly. Decisions are then made around levels of support, whether interventions are to be continued, extended or changed.

Parents/Carers are consulted at Parents Evenings and where necessary in addition to scheduled meetings.
Parents suggestions for support are included on Support Plans where possible.

Strategies/support to develop independent learning.

Visual supports and timetables.
Task Manager systems
Differentiation of tasks
Task templates
Identified success criteria
Written instructions
Instructions simplified
Peer paired tasks

Support /supervision at unstructured times of the day including personal care arrangements.

Staff have been allocated throughout the school to ensure the children receive the necessary support – with the deployment of Teachers, Phase Leaders and Teaching Assistants accordingly.
In EYFS there are 3 adults (Deputy Headteacher, HLTA and TA).

In Key stage 1 & 2 staff (Phase Leaders, Teachers and teaching Assistants) provide 1:1 and small group teaching support for children with SEND in the form of targeted interventions, class based support and in some cases 1:1 intervention and targeted support. They support the children to close the gap in teaching basic skills, through high quality teaching and Provision Mapping where needed, to address targets identified on the SEND Support Plan.

EYFS/Fawns, KS1 and Lower and Upper KS2 have separate break-times and the ratio of staff on duty has increased.

At lunchtimes the school employs sports coaches to provide structured sporting activities for the children to engage in. The children also have access to sports equipment such as skipping ropes. The school has purchased 'Scrapstore Playpod' which engages the children in imaginative play with a variety of equipment – this is available at lunchtimes and play is supervised by MDA's.

There is also an adventure Playground and water play area for the children to access.

Lunchtimes are staggered to reduce the number of children in the hall and in the playground and to reduce any potential issues at unstructured times.

Extended school provision available; before and after school, holidays etc.

Breakfast Club is available for pupils to access from 7.45am until 8.40am. Wake 'n' Shake dance activity is timetabled for a particular phase each day.
The school provide a range of after school clubs throughout the year.

How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?

We aim for all children to be in included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that trips are successful.

A risk assessment is carried out before the trip to ensure that everyone's health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area will be provided in school.

Risk Assessments are written for children with Medical and Physical conditions. These are available for staff, parents and pupils to see in the class medical files. The SENDCO and Medical Officer also have copies of the risk assessment.

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.

Breakfast Club
Provision of Safe spaces around school
Identifying adults in school to discuss issues.
Values focus assemblies and PSHE curriculum.
Introduced 'Jigsaw' programme for PSHE.
Emotion Coaching strategies
Time to Talk intervention
Gingerbear intervention
Yoga
Peer Massage
PSHE sessions increased for pupils who require additional support.
ELSA (Emotional Literacy Support Assistant)– we have a trained ELSA in school who supports identified individuals with group or individual sessions as required.
Referrals to the Mental Health Support Team

What strategies can be put in place to support behaviour management?

Consistent use of positive behaviour strategies (outlined in Behaviour and Child Restraint Policy).
PIP and RIP (Praise in public, reprimand in private);
- Give the child choices and thinking time (to make an appropriate and acceptable decision);
- Remind the child of the rule they have broken and give examples of their previous good behaviour.
Stepped Consequences - *Several 'drive bys' should have taken place before the following stepped interventions/sanctions are implemented:*
(i) REMINDER OF THE RULE
(ii) VERBAL WARNING / CAUTION
(iii) SCRIPTED INTERVENTION (LAST CHANCE)
(iv) TIME OUT
(v) REPAIR / RESTORATIVE CONVERSATION
It may be deemed appropriate for the child to miss some minutes from playtime to complete their learning – supervised by the class teacher. Learning may be sent home when not completed in school. *Members of the school's Senior Leadership Team are available every lunchtime, on a rota basis, to assist with restorative conversations, when necessary.*

If we feel the class sanctions are becoming ineffective, we will take the following steps (in stages) to help resolve the situation and ensure all of our pupils understand that the way they behave in school is extremely important and only high levels of positive behaviour are acceptable.

Distraction techniques
Calming strategies
Take – Up Time
Safe Spaces identified
Use of 5 point scales
Feelings Interventions
Volcano In my Tummy
Time to Talk
Gingerbear
ABC Tracking Sheets
Boxall Profile
Individual Behaviour Support Plan
Positive Handling Plan
CARE (Child At Risk of Exclusion Schedules)
Referrals to Counselling services
Access to Positivity Zones
Access to Nurture Activities/Nurture Room

When behaviour escalates, strategies have not been successful - and a child is in danger of harming themselves, others or damaging school property, it may be necessary for staff to restrain them to prevent further harm. Staff have been trained in effective manual handling strategies. These incidents will be recorded in the Bound and Numbered Book.

How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.

Stay & Play sessions for new Reception pupils.
Home Visits for Reception from 2 staff members. (To be re- introduced when restrictions permit).
Staff visit Nursery and Pre-school settings.
Planned open evening for new parents in the Summer Term
Transition visits to school for new Reception pupils
Move up day in all classes during the Summer Term
Liaison with local high schools – pupils attend events at High Schools
Transition meetings between class teachers.
Encourage visits to new settings
Phased introductions for pupils who may find transition difficult
Transition days to High Schools in Summer Term for Year 6
Liaison with High Schools relating to Safeguarding and SEND.
Records transferred in a timely manner.
Information passed to new schools when pupils transfer at other times.

Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.

School liaise regularly with School Health Nurses to ensure Health Care Plans are reviewed and updated as necessary.

School Health Nurse is invited to all MAP, CIN, CP and CIC meetings.

Where concerns have been raised by parents/carers and/or staff referrals are made to appropriate services.

When reports and programmes are received from additional agencies, these are shared with Teachers and TA's to ensure appropriate support is put into place.

Strategies suggested are added to support plans as appropriate.

Support Plans are written and reviewed at least termly.

Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.

Teachers are available at the end of the day to discuss any issues, via telephone contact or in some cases a socially distanced meeting after school by arranged appointments).

The Headteacher/Assistant Headteacher/SENCo provides support for parents who need to discuss issues further and may be directed to additional agencies for further support.

MAP support may be offered if deemed appropriate and implemented where parent's consent. Additional agencies are invited to meetings with parent's consent, to provide support.

How additional funding for SEND is used within the school with individual pupils

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 Additional funding is used to provide additional adults within the school staffing structure, who can deliver appropriate interventions and support for the pupils learning on a 1:1, small group basis or within the classroom situation.
Funding is also used for purchasing of the necessary resources to support identified needs, to access interventions and workshops to support the pupils in developing appropriate skills and coping strategies.
Funding may also be used for staff training to support the pupils.

Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school

When a child is looked after by the local authority, they will be supported with a Personal Education Plan (PEP) which outlines the provision and support allocated to them to address specific targets. This is reviewed with the child, their carer's, Designated Teacher and the Social Worker, termly. The school may apply for additional Pupil Premium Plus funding, through the PEP, to ensure that they receive the right support necessary and purchase resources or support, to address educational needs outlined in the PEP.   In addition, the Designated Teacher will attend and/or contribute to the Looked After Child reviews and Care Planning Meetings.
For pupils who are PLAC, school will liaise with Parents/Guardians and the Virtual School Head to ensure the children are fully supported.

The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after and previously looked after by the local authority.

The progress of all vulnerable groups will be assessed, monitored and discussed at half termly pupil progress meetings with the Assessment Co-ordinator and Headteacher and is reported via the PEP and to the Local Authority each term.

SENCO name/contact: Mrs. Naomi Lloyd 01928 564053

Headteacher name/contact: Mr. Anthony Hilldrup 01928 564053

ANNUAL REVIEW 2023-2024
Completed by: Mrs. Naomi Lloyd   **Date: September 2023**

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX B
Staff Training information

Initials of person	Area of expertise	Level
Headteacher	Early Years training with Alistair Bryce Clegg Phonics International: Letters & Sounds SEND Inclusive Planning & Monitoring Supporting Advanced Learners of EAL	Awareness Enhanced Awareness Enhanced Enhanced
Assistant Headteacher/ SENCO	SEND (National Award for SEND Coordination) NPQSL Speech, language and communication Nurture Programme ELSA mentor Attachment One Page Profile Training EP Consultation Sessions Dyslexia and Dyscalculia Autism ADHD WELLCOMM Social Stories PECS Using visuals	Specialist Enhanced Enhanced Specialist Enhanced Enhanced Awareness Enhanced Enhanced Enhanced Enhanced
Year 5 Teacher	Emotion Coaching	Awareness
Year 3/4 TA	Read, Write, Inc. Tutoring Learning Development & Support Degree Narrative Therapy Cover Supervisor course Challenging Behaviour – online course Foundation Degree (SEND) PE INSET Training including those with SEND - Jill Mc Gough Dyslexia & Dyscalculia Training with BDA ELSA	Enhanced Awareness Awareness Awareness Enhanced Enhanced

Year 5/6 Phase Leader (NW)	Raising Literacy Through Film (SEN Focus)	Awareness
	Supporting children with Dyslexia in the Classroom	Awareness
Year 1/2 Phase Leader (KM)	Attachment Support Training	Enhanced
	Excellence in early Years Training – Alistair Bryce Clegg	
	Stoma Training – Jill Donnachie	Enhanced
	Chatterbug – observing SAL Therapist Assessments and practice.	
Year 3 Teacher (NM)	Dyslexia	Enhanced
	Autism	Enhanced
	ADHD	Awareness
Year 4 Teacher (LS)	Dyslexia Training with BDA	Enhanced
	Sensory Training; Shine Therapy	Enhanced
Year 5/6 TA (CD)	SALT Training	Awareness
	Nurture Course (3 days)	Enhanced
	Gingerbear Nurture Group	Enhanced
	British Sign Language L1	Enhanced
	SEALs Programme	Awareness
	PECs cards	Awareness
	Boxall Profile	Enhanced
	Mind & Wellbeing	Enhanced
	Hearing Impairment	Enhanced
	Experience in a SALT Resources Base	Enhanced
	Using visual support in EYS Setting	
	Writing Social Stories	
	Chatterbug – observing SAL Therapist Assessments and practice.	
Year 3/4 Phase Leader (MB)	Dyslexia & Dyscalculia Training with BDA	
	Maths Specialist	
Year 3/4 Phase Leader (AMH)	ASD online training (4 hours)	Awareness
	Nurture Group Network – Boxall Profile Training	Enhanced
	Reading Specialist	
Year 2 Teacher (LB)	Sense of Number	Enhanced
Year 1 Teacher (CRC)	Sense of Number	Enhanced

	Chatterbug – observing SAL Therapist Assessments and practice.	
Year 1 TA (DH)	ECAR Training; Educational Support Degree; HLTA Qualification; Cover Supervisor Course; NVQ L2 & L3 Read Write Inc Tutoring Social Stories Training from SALT Sense of Number Speech, Language and Communication (Observation of Therapists work) Dyslexia & Dyscalculia Training with BDA Delivering Literacy Interventions Chatterbug – observing SAL Therapist Assessments and practice.	Specialist Enhanced Enhanced Awareness Enhanced Awareness Enhanced
Reception Teacher (JDG)	Speech, Language and Communication (Observation of Therapists work)	
Reception TA (KI)	Autism Training – Sunrise Programme Narrative Therapy Social Stories Sense of Number Stoma Stoma Training – Jill Donnachie Speech, Language and Communication (Observation of Therapists work) PE INSET Training including those with SEND - Jill Mc Gough Dyslexia & Dyscalculia Training with BDA How to write Social Stories Transition Using Visual Support in EYS Setting	Awareness Awareness Awareness Enhanced Enhanced Awareness Awareness Awareness

Reception (HLTA)	HLTA Training	Enhanced
	Excellence in early Years Training – Alistair Bryce Clegg	Enhanced
	Communication & Language Training	Awareness
	SPLD Training	Awareness
	Stoma Training – Jill Donnachie	Awareness
	Speech, Language and Communication (Observation of Therapists work)	
	Delivering Literacy Interventions	
	How to write Social Stories	
Resource Base Teacher	PGCE Understanding Dyslexia	Specialist
	ELKLAN	Specialist
	Autism Lead Professional Training	Enhanced
	Autism Awareness	Awareness
	Non-violent Physical Crisis Intervention	Awareness
	Demand Avoidance Syndrome	Enhanced
	ASD & Sensory Processing difficulties	Enhanced
	Nurturing Schools Programme	Enhanced
	Colourful Semantics (SALT)	Awareness
	Chatterbug – observing SAL Therapist Assessments and practice.	
Resource Base TA	Health & Social Care Diploma	Specialist
	ELKLAN (related to ASD)	Specialist
	Mental Health Conflict resolution, violence reduction & de-escalation	Awareness
	Mindfulness	Awareness
	Working with ASD pupils	Awareness
	Chatterbug – observing SAL Therapist Assessments and practice.	Awareness
Resource Base TA		
Learning Support	Reading Recovery Training/ECAR	Specialist
All staff	Team teach Training – Positive Handling (September 2019) (September 2021)	Enhanced

	Pathways to Reading	
All staff	Managing Tricky situations (Avoidant Children) - Rhona Hobson (Educational Psychologist) March 2019 Halton Behaviour Support Service Training (Vanessa Nice – 2020) Positive Behaviour Support Service Training	Awareness
All Staff	Dyslexia & Dyscalculia Training with BDA	Enhanced
All Staff	September 2021 – Autism Training with Stacey Holleran September 2021 – Dyslexia Training with Judith Hughes	Enhanced Enhanced