

All Saints Catholic Primary School



Special Educational Needs and Disability Policy

Special Educational Needs and Disability (SEND) Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools Dfe Feb 2013
- Schools SEN Report Regulations Aug 2014
- Accessibility Plan
- Safeguarding Policy
- Reasonable Adjustments for disabled pupils (Equality and Human Rights Commission)
- What equality law means for you as an education provider.
- SEN and disability, developing effective anti-bullying practice (Anti-bullying alliance 2014)
- It's About Ability – the Convention on the Rights of Persons with Disabilities (UNICEF “”)*

This policy was created by the school's SEND in collaboration with Staff, SENCO and colleagues, SLT, all staff and parent/caters of pupils with SEND. It was a co-produced policy in the spirit of recent reform (2014)

Reforms

The school's Special Educational Needs Co-Ordinator is Mrs Holleran, (Headteacher) She is supported in her role by the SEND team.

This consists of:

Miss Hewitt, Assistant SEN,

Miss L Carsley, Assistant Head of Early Years,

Mrs Kennedy, Attendance Safeguarding Lead,

Dr L Henshaw (Independent Chartered Educational Psychologist)

Mrs G Williams, (Art Therapist),

Mrs Kirwan, Admin.

The SEND Link Governor is Mrs L Wilkins (contactable via the school)

Aims and objectives of All Saints Catholic Primary School in relation to SEN provision.

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). *Every teacher is a teacher of every child including those with special educational needs or disabilities.*
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a person centred approach fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents/carers in the decision making, the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities, thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

How pupils with SEN are identified within All Saints Catholic Primary School

- The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.
- We recognise the definition of SEN as stated in the Code of Practice 2014:
“A pupil has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”
- The school reflects what the Code of Practice states in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies including good personalised teaching. This is known as ‘SEN Support’.
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- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents/carers or the children themselves. Equally it is not

assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

- The four broad areas identified within the SEN Code of Practice 2014 are '**Communication and Interaction**', **Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties** and **Sensory and/or Physical needs** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
 - The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.
 - The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
 - Although the SENCO has overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and team approach of the school.
 - Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment co-ordinator to interrogate the school tracking data.
 - Short-term and long term targets are agreed which prioritise key areas of learning to address and by which progress can be measured/monitored. These targets will be discussed with parents/carers. The SENCO may request further assessment from outside agencies and their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences. Targets will be reviewed termly and a further plan can be devised if required to enable the pupil to achieve their next steps in learning.
 - In some cases additional resources may be allocated including additional adult support. This support is deployed to ensure that the pupil makes progress and can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.
 - The class teacher manages the plan and suggested actions. They are accountable for the outcomes and therefore will discuss with the SENCO if they feel the plan is not working.
 - If a pupil continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget. If the pupil is still not making progress despite the school having taken relevant and purposeful action over time, then the parents and or school can make an application for an Education Health Care Assessment.
 - For some pupils additional arrangements will be made to enable them to fully access the curriculum including the sitting of the Key Stage Two SATs. Our Deputy Headteacher, Mrs
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- Carlin liaises closely with class teachers and our SENCO to ensure each child receives the support to which he/she is entitled.

At All Saints Catholic Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: EYFSA, termly and yearly assessments, reading ages, spelling ages and annual pupil assessments.
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Very close liaison at the outset with EYFS staff, the SENCO and parents/carers

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and Welfare
- Children in receipt of pupil premium or pupil premium plus
- LAC (Looked After Child i.e.: in the care of the Local Authority)
- Being a child of servicemen/women
- EAL (English as an additional language)

How All Saints Catholic Primary School teaches pupils with special educational needs

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach: Assess, Plan, Do and Review.

How All Saints Catholic Primary School adapts the curriculum and the learning environment for pupils with special educational needs.

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this, there is a fully developed Accessibility Plan which is in writing and which is also available on the school's website.

- The school is proactive in removing barriers to learning with support and direction from external agencies, the SENCO and the Senior Leadership Team. All classes have a visual

timetable to support pupils with social and communication difficulties and we adopt a multi-sensory approach to teaching.

- A weekly after school Touch Type Read and Spell Club (TTRS) run voluntarily by our ICT specialist providing pupils with dyslexic traits and/or other difficulties with a highly structural multi-sensory approach to spelling and keyboard skills.

All Saints Catholic Primary School is a mainstream primary school on one level easily accessible for pupils with physical disabilities. If a pupil is known to have a disability prior to admission the SENCO will work with the necessary outside agencies and parents, to ensure a smooth transition. All preferences expressed on the Admission Application Form will be considered using an Equal Preference Scheme. All Schools in Sefton have agreed this scheme.

Physical access in All Saints Catholic Primary School includes:

- Full wheelchair access throughout school including outdoors.
- An accessible toilet (key stage 1 & 2)

Access to strategies/programmes to support occupational/physiotherapy needs

- Advice from professionals disseminated and followed, with all staff fully aware of the child's needs and agreed strategies.
- Purchase and use of any recommended equipment and resources within the parameters of the school's budget

Access to modify and ICT

- Specialist equipment as required on an individual basis to access the curriculum either purchased within the school's budget or loaned from an agency.

Access for pupils with medical needs

- Training is provided by specialist nurses and advice from professionals disseminated and followed for a range of medical needs. Refresher training and further training is arranged and provided as and when required.
- The school is committed to full access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-schools clubs, leisure and cultural activities or school visits.

How All Saints Catholic Primary School assesses and reviews the progress of pupils with special educational needs:

ASSESS:-In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's expectations

around progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

PLAN: - We recognise that we must formally notify parents/carers if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parents/carer and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes) development or behaviour along with a clear date for review.

DO:- The School's SENCO, Miss A Hewitt supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assessments or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW:-Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review we evaluate the impact and quality of the support and take into account the views of parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents/carers about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

As part of the Sefton Agreement, All Saints Catholic Primary School provides a minimum offer in terms of Quality First Teaching. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference.

As part of the Quality First Offer, on-going monitoring takes place by class teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. All Saints Catholic Primary School teachers differentiate and make reasonable adjustments according to individual need.

If a pupil is not making progress with Quality First Teaching then there may be a need to refer the pupil to the SENCO, where a support plan can be put into place. After gathering information about the pupil from a variety of sources (teacher, pupil, parents, outside agencies) in order to develop and

Accurate picture of the pupil's needs, attainment, projected targets, motivators, and how they respond to teaching approaches is formulated. Where it is felt necessary, a bespoke support plan will be put together with defined outcomes. The views of the pupil about their support will be given consideration at this stage.

How All Saints Catholic Primary School manages the needs of pupils who qualify for SEN support.

In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen in the School's website and the Sefton directory (www.seftondirectory.com) The Department for Education's changes to special educational needs and disability support – easy read guide for children and young people.

- Where a pupil continues to make less than expected progress despite evidence-based support matched addressing areas of need it may be necessary to involve specialist in the school or from outside agencies. Parents/Carers will always be informed and involved in the decision to seek the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in All saints Catholic Primary School include for example Educational Psychology, Speech and Language Therapy Services, to CAMHS (Child and Adolescent Mental Health Services) School Health, Occupational Therapy, to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with the Threshold Model for Safeguarding and Promoting the Welfare of Children document that EHAT is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

How All Saints Catholic Primary School works with parents and cares in planning for provision and reviewing progress, and how we support them in accessing information.

- At All Saints Catholic Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local offer parental consultation was crucial and parents/carers views on this were sought, acted upon and valued. This is an on-going process and the

- school operates an open door policy where parents and carers are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. There are other systems to encourage communication such as questionnaires, parent/teacher meetings, educational psychologist's surgeries, head teacher coffee mornings.
- Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them; discussing the activities and support that will help achieve them and identify the responsibilities of the parent/carer, the pupil and the school.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/Carers are encouraged to make a full and active contribution to their child's education. Through records of outcomes, actions and support as well as contact with parents/carers form an important part of monitoring and recording for the school.

How All Saints Catholic Primary School enables pupils with SEN to participate in all activities together with pupils who do not have SEN.

- At All Saints Catholic Primary School we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. We welcome the opportunity to promote a 'can do' attitude amongst pupils of all abilities and to foster respect and empathy amongst pupils towards pupils with special educational needs and for disabilities of any kind. Disablist language or victimisation of any sort are totally unacceptable in the school and will be challenged in line with our schools Behaviour Policy.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular curricular activities.

What support All Saints Catholic Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.

All Saints Catholic Primary School recognise that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated.
- 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 (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

At All Saints Catholic Primary School we have clear processes to support children and this is linked to the Behaviour and Safeguarding policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. As a school we believe that “prevention is better than cure”, so we place PSHE at the heart of our curriculum giving children the language and the space to discuss mental health and well-being as a key part of our curriculum for all children. Highly specialist support is available as a one to one basis from the school’s Art therapist for children who have experienced bereavement, loss, trauma etc. All staff are trained in Positive Handling to support the management of physically challenging behaviour. Full details are available in our Care and Control Policy.

How senior leaders and governors at All Saints Catholic Primary School monitor and evaluate the impact of the school’s SEN provision.

Whilst the full governing body remains responsible for SEN they have also approved a SEN Governor to support their work. The SEN Governor at All Saints Catholic Primary School is Mrs Letitia Wilkins.

She can be contacted via the school office or Mrs Boardman, Clerk to the governors. The SEN Governor promotes the development of SEN provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body.
- Being familiar with key legislation and policy.
- Fostering communication between parents/carers of children with SEND and the school.
- Meeting with the SENCO
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported
- Developing an awareness of the types of SEN present within the school cohort
- Reporting regularly to the Governing Body
- Understanding how funding received for SEN is allocated by the school
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable pupils
- Reviewing and monitoring the effectiveness of the SEND Policy

The Governing body will report annually on the success of the policy. The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN information report.

In evaluating the effectiveness of this police, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN governor
- Parents/Carers

- Pupils
- Outside Agencies

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND Policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading and spelling ages
- An analysis of external tests including NFER, PIPS, or other
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings/parent/teacher meetings and pupil progress meetings.
- Reports provided by outside agencies including Ofsted
- Parent and pupil voice through questionnaires, Parent View.

EN Training available for teachers, support staff and the SENCO

The school commissions bespoke training for school staff. This is based on an audit of staff profile of needs amongst pupils and analysis of pupil performance.

- All teaching and support staff are expected to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.
- A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted termly. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN information report.

How SEN is funded at All Saints Catholic Primary School.

- The national SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support. Additional top up funding may be granted by the Local Authority to support the school in meeting a pupils needs.
- Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively.
- Employment of a Chartered Educational Psychologist
- Employment of an Art Therapist.
- Building accessibility and modifications, if required
- Purchasing and maintenance of ICT and electronic equipment, including licence fees e.g. Touch Type Read and Spell.

How All Saints Catholic Primary School supports pupils with medical conditions.

See 'Policy for Supporting Medical Conditions in School'

How All Saints Catholic Primary School approaches its statutory duties in terms of increasing its accessibility over time.

- All pupils at All Saints Catholic Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to achieve in line with their ability.
- Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.
- The school's teaching and Learning Policy promotes the best practice towards pupils with SEN.
- Provision Mapping ensures that the school ensures the needs of pupils are considered in depth and resources matched accordingly.

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures.
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment)

How All Saints Catholic Primary School handles complaints from parents/carers of pupils with SEN about SEN provision.

The role of the SENCO

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- Responsibility for the day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating in it annually, and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-ordinating provision for children with SEN
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- Advising on the graduated approach of 'Assess, Plan, Review, Do' when providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options; and a smooth transition is planned.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Monitor and support a graduated approach of Assess, Plan, Do and Review.

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure. This is available on our school website, with hard copies available on request from the school office.

- Ensuring that resources and support are allocated to all those individual pupils who may need additional provision
- Reviewing pupil progress and tracking achievement
- Reviewing targeted support on a regular basis
- Being actively involved with the analysis and interpretation of data or the whole school and in the planning and intervention of those pupils not making expected progress and assist in planning appropriate interventions.

In line with good practice, reference to children with SEND is included in all our policies.

Information and Guidance Who should I contact to discuss the concerns or needs of my child?	
Class Teacher	<p>You should speak to the class teacher first if you have concerns about your child's progress. You may then be directed to the SENCO.</p> <p>The subject teacher is responsible and accountable for providing Quality First Teaching including-</p> <ul style="list-style-type: none"> • Adapting, refining and differentiating the curriculum to respond to strengths and needs of all pupils. • Monitoring the progress of pupils and liaising with the SENCO to plan any additional support/intervention, planning and delivery of any additional support/intervention required. • Contributing to devising personalised support plans to prioritise and focus on the next steps required for your child in order to make progress. • Applying the school's SEND policy.
Special Educational Needs Co-ordinator (SENCO) Mrs Holleran	<p>Mrs Holleran is responsible for</p> <ul style="list-style-type: none"> • Co-ordinating provision for pupils with SEN and developing the school's policy. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Monitoring progress and effectiveness of provision • Ensuring that parents are: • Involved in supporting their child's learning and access. • Keep informed about the range and level of support offered to their child. • Included in reviewing how their child is progressing. • Consulted about planning successful movement (transition) to a new school.
Head Teacher Mrs A Holleran	<p>Mrs Holleran is responsible for:</p> <p>The day to day management of all aspects of the school, including the provision made for pupils with SEN.</p>
SEN governor Mrs L Wilkins	<p>Mrs Wilkins is responsible for:</p> <p>Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</p>
School Nurse Craig Johnston	<p>Craig Johnston is responsible for:</p> <p>Health promotion, advice, signposting to other services, active treatment/procedures, education, support, protection, safeguarding and service co-ordination.</p> <p>The school nurse works in partnership with other agencies and as part of a multidisciplinary team to support the health and well-being of school-aged children.</p>

