SEN Information Report Ryhall 2026-27

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Our vision: Live life in all its fullness so that we may look back with pride and move forward with confidence."*

**John 10:10*

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1. The four broad areas of need that we may see at Ryhall…

Our school currently provides additional and/or different provision for a range of needs, including:

For example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

For example, visual impairments, hearing impairments, processing difficulties.

For example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder.

For example, dyslexia, dyspraxia

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PROVISION MAPPING: provisions available in school to support a child

Area of Need	Wave 1	Wave 2	Wave 3
	ALL PUPILS	NARROWING THE GAP	SPECIFIC TARGETED APPROACHES
Cognition and Learning GLD/SpLD	• Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids/modelling, etc • Visual timetables • Illustrated dictionaries • Use of writing frames • Access to technology, e.g. word processor, camera, Talking tins, IPads, laptops • Generic TA in class support • Phonics books linked to RWI	• Phonics: 1:1 and Group Tutoring • Precision teaching(Reading) • SNIP Literacy (Reading & Spelling) • High frequency word games • Listening skills • Additional individual (1-1) reading • Paired reading • Power of 2 (Maths)– KS2 • Talking Tins and IPads for recording • Microsoft immersive reader and text to speech Additional in-class support Personalised learning programme Can involve use of external agency, e.g. Specialist Teaching Team, Speech and Language Therapy, etc	Normally involves use of external agency, e.g. Specialist Teaching Team, Speech and Language Therapy, etc
Communication and Interaction	• Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language • Increased visual aids/modelling, etc • Visual timetables • Use of symbols • Structured school and class routines	• Colourful Semantics • I Hear with my Little Ear • Language for Thinking • Social Stories • Lego Therapy Can involve use of external agency, e.g. Specialist Teaching Team, Speech and Language Therapy, etc	Makaton (Note: some signing is also taught through whole school singing and Collective Worship) Normally involves use of external agency, e.g. Specialist Teaching Team, Speech and Language Therapy, etc

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Social, Emotional and Mental Health SEMH	• Whole school behaviour policy based on Assertive Discipline approach • Whole school/class rules • Class reward system • Circle Time – PSHE • Go Noodle Physical activities and brain breaks	• 1:1 or small group social skills including circle time • Home/school record book • Individual behaviour chart/reward system • Transition Support – year to year, phase to phase including enhanced transition in to both Reception Class and Secondary school • Lego Therapy • What to do when your Temper Flares (anger support) • A Volcano in my Tummy (anger support) • Why do I have to? (frustration support) • What to do when you Worry Too Much (anxiety support) • Starving the Anxiety Gremlin (anxiety support) • Talkabout social skills intervention • Nurture room • Zones of regulation • Lego therapy Can involve of external agency, e.g. Healthy Minds, Child and Adolescent Mental Health Service, Specialist Teaching Team, etc.	Normally involves use of external agency, e.g. Healthy Minds (Lincs), Inclusion Support Service (Rutland), Child and Adolescent Mental Health Service, Specialist Teaching Team, etc.
Sensory and Physical	• Flexible teaching arrangements • Staff aware of implications of physical impairment • Pencil grips • Go Noodle • Dough Disco • Letterjoin handwriting programme	• Additional handwriting practise including the use of Letterjoin • First Move • Sensory Circuits • Sensory objects • Gym ball • Ear defenders • Pencil grips • Visual tracking and discrimination exercises • Coloured overlays • Wobble Cushions • Brain Break activity cards • Brain Break Boxes (personalised for individual use) Can involve use of external agency, e.g. Physiotherapy, Occupational Therapy, etc	• Physiotherapy programme • Occupational therapy programme Normally involves use of external agency, e.g. Physiotherapy, Occupational Therapy, etc

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2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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3. Consulting and involving pupils and parents

- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

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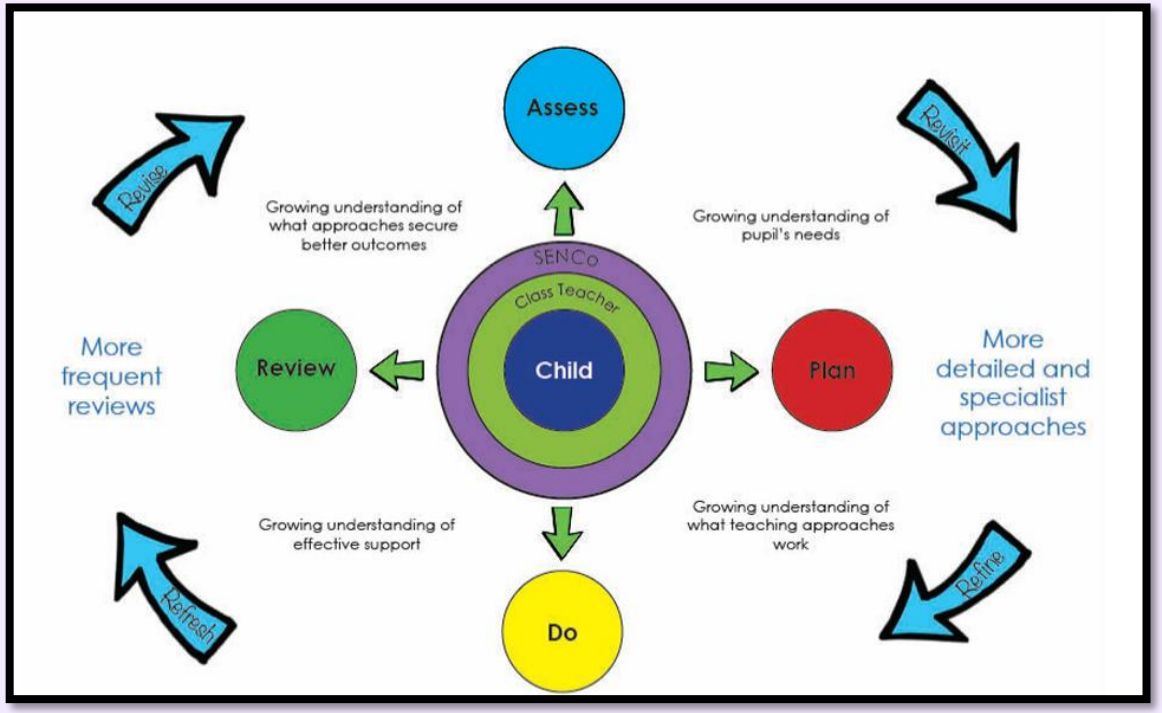
4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out an analysis of the pupil's needs.

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.



All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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5. Supporting pupils moving between phases

- When moving between phases within the school, we ensure that there are sufficient opportunities in the Summer Term to experience the new classroom environment, the staff with whom the child will be working and mentoring in place to ensure that the child's voice is heard (allowing additional transition plans to be put in place where necessary).
- In the case of transition from primary to secondary phase, we will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All children have at least one transition day arranged at their new school; we request additional days based on the needs of the child (though this is the decision of the secondary school as to whether they can accommodate this).

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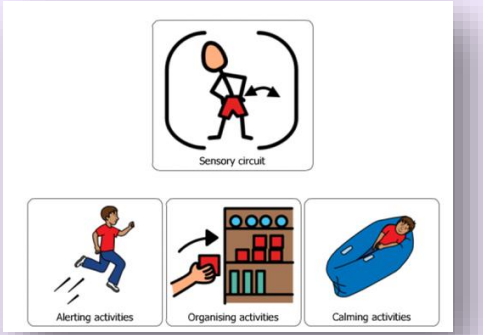
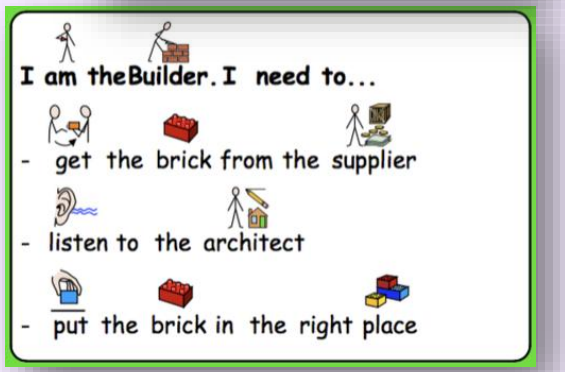
6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

- SNIP spelling
- Power of 2 Maths
- SHINE Reading comprehension
- Paired reading
- Same day interventions with teaching assistant or class teacher
- IDL
- Mathletics
- Phonics
- Attention and listening skills
- Lego Therapy





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**John 10:10*

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops/IPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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8. Additional support for learning

Working alongside our teaching team of 10 qualified teaching staff, we also have 7 teaching assistants (including one in EYFS and two who have the HLTA – Higher Level Teaching Assistant – qualification) who work a range of full and part time hours. These members of staff are trained to deliver interventions such as ELSA, Thinkabout SEMH interventions, Power of 2 Maths and paired reading

- Alongside the Qualify First Teaching provided by teachers, teaching assistants will support pupils on a 1:1 basis when a precision teaching approach is needed or when an EHCP (Education & Health Care Plan) determines that this is required, as well as supporting the development of social and emotional skills.
- Teaching assistants will work alongside the class teacher to support pupils; this allows the teacher to focus on providing necessary intervention or input to a focus group of pupils (who could be of any prior attainment group). Teaching Assistants may also provide this focus work when interventions benefit from small group pupil engagement including social & emotional interventions.

We work with the following agencies to provide support for pupils with SEN:

- Mosaic Psychology (Educational Psychologists) – for additional assessment, support and guidance
- Early Help (Rutland, Lincolnshire or Northamptonshire – dependent upon the child's family postcode)
- Education Inclusion Partnership – Rutland
- MHST (Mental Health in Schools Team)
- CAMHS
- Rutland and Lincolnshire SEND teams
- EBSA Rutland team
- SALT
- OT
- Physio

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9. Expertise and training of staff

Our SENCO has undergone the NASENCo course at De Montfort University 2011 and passed this course. She also completed a masters in Specific learning difficulties (dyslexia) in September 2023. This role is allocated the equivalent of a day a week to manage SEN provision – this is based on the number of the children in the school with SEND and is reviewed on a termly basis according to school need.

- We have a team of 7 Teaching Assistants (TAs), including 2 Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.
- In the last and current academic years, various staff have been trained in:
- Precision Teaching (all TAs)
- Paired reading (all TAs and Teachers)
- Phonics Intervention (RWInc and L&S since we use principles from both) – (EYFS and KS1 TAs)
- Principles of 123 Magic (all Teachers and TAs)
- ADHD Awareness Training (all staff)
- Mental Health Awareness (TAs)
- Principles of Theraplay; application to provide nurture, structure, engagement and challenge (Mrs Want)
- Emotion Coaching (all staff)
- Working with children who have experienced Domestic Abuse (Mrs Chapman)
- Becoming a trauma sensitive school (Mrs Ketteringham)
- The SENCo engages in both the Trust and Rutland SENCo Network meetings and CPD sessions.

As part of our in-house staff development, allocated time is given to ensure the dissemination of information from any training/workshops to help develop all staff across the school.

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10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals & targets each term including a meeting with parents to discuss the progress made
- Reviewing the impact of interventions after 6 weeks with interim reviews at 3 weeks
- TA/Teacher informal review chats to discuss the progress of provision in place in line with the Plan, Do, review approach
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs, as well as wrap-around care.
- All pupils are encouraged to go on our residential trip(s) to PGL Caythorpe in Year 5. All pupils are encouraged to take part in sports day, school plays, workshops, visits to the local secondary school and we participate in the Osprey Leagues through Rutland County Sports to ensure children with SEND have progression routes in participation in sports.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of one of the school councils (School/Ethos/Arts/Eco).
- Pupils with SEN are also encouraged to be part of both lunchtime and after school clubs to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.
- ELSA sessions can be used to support pupils on a 1-1 basis
- Zones of regulation used across school

13. Working with other agencies

- Most support for families can be provided by **Early Help** Services who work with children, young people and their families to offer the right support at an early stage before a small need becomes a bigger one.
- A number of different professionals and organisations may be involved in Early Help to offer support in a range of areas. **Early Help** and support for families includes services provided in the community by the health service (e.g. GP, school nursing), schools and the police. Support provided by Rutland County Council include **Visions**, **Aiming High**, **Young Carers**, **Autism Team outreach** and the **Youth Service**.
- Rutland's Aiming High service can also be accessed by SEND children (and their families) even where their home address is in a neighbouring authority (due to the fact that the child attends a Rutland school).
- For Lincolnshire residents, the Early Help Service can provide access to **Healthy Minds** and the **ESCO (Early Support and Care Coordination)** Service
- Through our Multi-Academy Trust (PDET), we also have access to the specialist advice and support of Natalie Packer, who has significant experience and involved nationally in SEN.

14. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the Head-teacher to give the complainant the details of the Trust Complaints Policy (which can also be found on the school website under policies).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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15. Contact details for raising concerns

- In the first instance you should speak with your child's class teacher this can either be done directly in person or through an email to office@ryhall.pdet.org.uk and this will be passed onto the teacher directly who will then involve the SENCO/Headteacher as necessary.

You can also contact the headteacher or SENCO directly as appropriate at:

- Headteacher: head@ryhall.pdet.org.uk
- SENCO: senco@ryhall.pdet.org.uk

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16. The local authority local offer

- Our local authority's local offer is published here: Rutland Local Offer (click this link or go to the following address)

https://www.rutland.gov.uk/rutland-information-service/send-local-offer

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**John 10:10*

17. FAQs (Frequently Asked Questions)

CLICK ON THE QUESTION TO SEE THE ASNWER – OR GO TO THE NEXT PAGES

1. *What should I do if I think my child/young person may have special educational needs?*
2. *Who will support my child's Special Educational Needs?*
3. *How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?*
4. How is the decision made about what type and how much support my child/young person will receive?

17. FAQs (Frequently Asked Questions)

1. What should I do if I think my child/young person may have special educational needs?

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class to share your concerns. These will be shared with the SENCO who will then contact you to discuss further and determine any plan of action needed.

17. FAQs (Frequently Asked Questions)

2. Who will support my child's Special Educational Needs?

The class teachers are responsible for:	Head teacher is responsible for:
• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary. • Writing individual Action Plan for Inclusion / SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term. • Personalised teaching and learning for your child as identified on the school's provision map. • Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.	• The day-to-day management of all aspects of the school; this includes the support for children with SEN. • Giving significant responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met. • Ensuring that the Trust and the Governing Body are kept up to date about issues relating to SEN. • Regularly review staffing structure, ensuring that appropriate provision and adult support is in place

17. FAQs (Frequently Asked Questions)

2. Who will support my child's Special Educational Needs? Continued

SEND Governor Craig Huntbatch	SENCo - Mrs Murray Responsible for:
• Making sure that the necessary support is given for any child with SEN who attends the school. • To support the Headteacher and SENCO with regards to SEN within the school.	• Providing professional **guidance** to colleagues and works closely with staff, parents and other agencies. • Writing this SEN Information Report which **MUST** be published on the setting website and updated annually • Overseeing day to day operation of the school's SEN policy • Co-ordinating provision for children with SEN • Advising on a graduated approach to provide SEN Support • Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively • Liaising with parents of pupils with SEN • Liaising with Educational Psychologists, health and social care professionals and independent or voluntary bodies and SEN Services within the LA. • Managing the transition process • Ensuring school keeps the records of pupils with SEN up to date • Working with Headteacher (where this is not the same person) and school governors with regards to reasonable adjustments and access arrangements • Organising staff training

SEN Information Report Ryhall 2026-27

17. FAQs (Frequently Asked Questions)

3. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

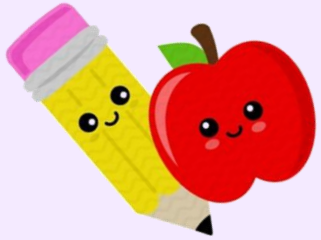
In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made – these opportunities are made available to you three times per academic year. We also encourage an 'open door' approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in Reading, Writing and Maths. Through Parent Consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- You will be invited to meet with the class teacher three times per academic year for the purpose of reviewing your child's SEN targets against their current attainment (which may also be social and emotional focused).
- At the end of each key stage (i.e. at the end of EYFS, Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEN Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Headteacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

17. FAQs (Frequently Asked Questions)

4. How is the decision made about what type and how much support my child/young person will receive?

- The school budget includes money for supporting children with SEN, which is considered as element 2 funding. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the Trust on the basis of needs in the school. Where the needs of a pupil are more complex and element 1 and element 2 funding have been already used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority (LA related to the child's home postcode) where a child has significant and complex needs.
- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



My Likes:
- Reading
- Cinema
- Travelling
-

My Hobbies:
- Running
- Swimming
- Cycling
- Diving
- Ski-ing

Name: Mrs Jagger

Year Group I Teach: R

Days I teach: Mon-Thurs

Place I go to, to make me feel Calm:
- Beach
-
-

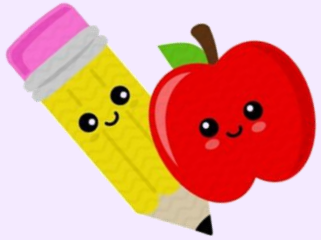
Things I do when I am Sad:
- Run (lots)
-
-

Things I do when I am Happy:
- Run (lots)
-
-

My Dislikes:
- Cooking
- Frogs
-
-

Ryhall CE Academy

"Look back with pride and move forward with confidence"



My Likes:
- Chocolate
- Family
-
-

My Hobbies:
- Art
- Movies
- Reading
- Eating
- Dancing

Name: Mrs Griffin

Year Group I Teach: Y1

Days I teach: Mon

Place I go to, to make me feel Calm:
- Bed
-
-

Things I do when I am Sad:
- Listen to sad songs
-
-

Things I do when I am Happy:
- Dance
- Sing
-

My Dislikes:
- Tidying up
- Rudeness
-
-

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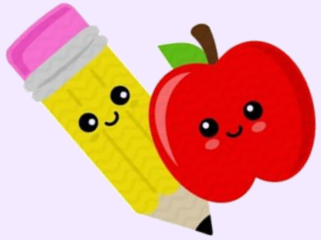
"Look back with pride and move forward with confidence"



My Likes:
-sweets
-reading
-family

My Hobbies:
- Reading
- - going for walks

Place I go to, to make me feel Calm:
- my bedroom

Name: Mrs Eve

Year Group I Teach: Y2

Days I teach: Mon-Fri

Things I do when I am Sad:
-listen to music
-eat chocolate

Things I do when I am Happy:
- smile
-dance
-sing

My Dislikes:
-brussel sprouts
-litter

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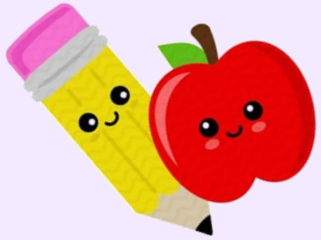
"Look back with pride and move forward with confidence"



My Likes:
- Chocolate
- Animals
- Reading
- Nature

My Hobbies:
- Going on walks
- Swimming
- Drawing and painting
- Reading books

Name: Miss Richardson

Year Group I Teach: Y3

Days I teach: Mon-Fri

Place I go to, to make me feel Calm:
- Somewhere with open water
- Somewhere quiet
- My home

Things I do when I am Sad:
- Spend time with my family
- Cuddles with my dog, Pablo
- Get outside

Things I do when I am Happy:
- Go out for dinner
- Listen to music
- Spend time with friends

My Dislikes:
- Spiders
- Busy places
- Tidying and cleaning
- Seafood

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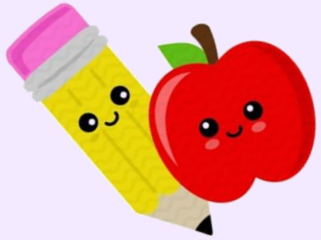
"Look back with pride and move forward with confidence"



My Likes:
- Good Food
- Good Wine
-
-

My Hobbies:
- Reading
- Walking
- Eating good food
- Drinking good wine
- Travelling

Name: Mrs Hicks

Year Group I Teach: Y4

Days I teach: Mon-Fri

Place I go to, to make me feel Calm:
- My Home
- My Garden
-

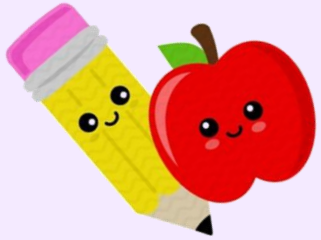
Things I do when I am Sad:
- Cry
- Have hugs
-

My Dislikes:
- Liver (in foods)
- Broad beans
-
-

Things I do when I am Happy:
- Sing
- Smile
- Laugh

Ryhall CE Academy

"Look back with pride and move forward with confidence"



My Likes:
- Chocolate
- My Children
-
-

My Hobbies:
- Going on walks
- Shopping
-
-
-

Name: Mrs Thorpe

Year Group I Teach: Y5

Days I teach: Mon-Fri

Place I go to, to make me feel Calm:
- The seaside
-
-

Things I do when I am Sad:
- Listen to music
- Cuddles with my children
-

Things I do when I am Happy:
- Go out for dinner
-
-

My Dislikes:
- Mustard
-
-
-

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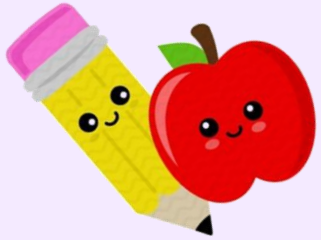

My Likes:
- Koalas
- Pizza
- Taylor Swift
-

My Hobbies:
- Reading
- Running
- Going to the Theatre
- Zumba
-

Name: Mrs Johnson

Year Group I Teach: Y6

Days I teach: Wed-Fri

Place I go to, to make me feel Calm:
- The Garden
-
-

Things I do when I am Sad:
- Talk to my family
-
-

Things I do when I am Happy:
- Watch Films
- Spend time with my family

My Dislikes:
- Spiders
- Brussel Sprouts
- People who are rude!
-

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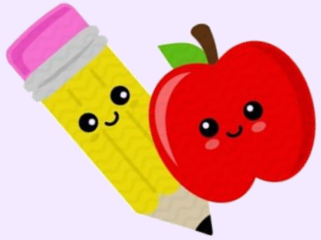

My Likes:
- Chocolate
- Gary Barlow
- Wine
-

My Hobbies:
- Family Time
- Reading
- TAKE THAT
-
-

Name: Mrs Jesson

Year Group I Teach: Y6

Days I teach: Mon, Tues Wed

Place I go to, to make me feel Calm:
- My Garden
- The Beach
-

Things I do when I am Sad:
- Listen to music
-
-

Things I do when I am Happy:
- Spending time with my friends-
-

My Dislikes:
- Spiders
- Rudeness
-
-

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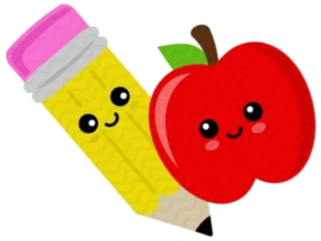

My Likes:
Chocolate
Spending time with my family

My Hobbies:
Running
Going to the gym
Crafting
Reading

Name: Mrs Murray

Year Group I Teach: SENCO

Days I teach: Fri

Place I go to, to make me feel Calm:
Out in the garden

Things I do when I am Sad:
Cry
Spend time with family
Watch a sad film

Things I do when I am Happy:
Laugh
Dance to music and sing

My Dislikes:
Rudeness
Mushrooms

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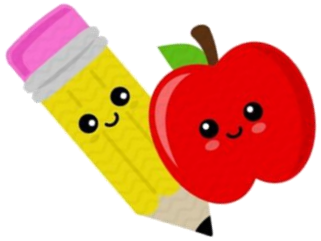

My Likes:
Spending time with family
Liverpool football club

My Hobbies:
Holidaying
Playing games with family

Name: Mr Reed
Principal
Days I am in school: Mon-Fri

Place I go to, to make me feel calm:
Garden

Things I do when I am Sad:
Go for a long walk

Things I do when I am Happy:
Listen to music
Seeing other people being successful

My Dislikes:
Bad manners

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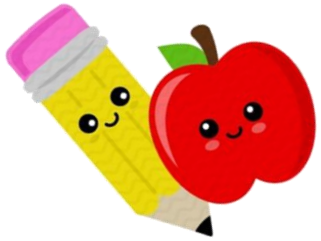

My Likes:
Cadbury's chocolate
Spending time with my family
Days out in my campervan

My Hobbies:
Reading
Walking my dog
Knitting

Name: Mrs Law

Year Group I Teach:
Reception
Year 1

Days I teach:
Thurs and Fri

Place I go to, to make me feel Calm:
Find a cosy corner somewhere comfy

Things I do when I am Sad:
Spend time with family
Read a favourite book
Enjoy a warm hot chocolate!

Things I do when I am Happy:
Smile
Dance to music
Take a walk in the woods

My Dislikes:
Spiders
Spicy food

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