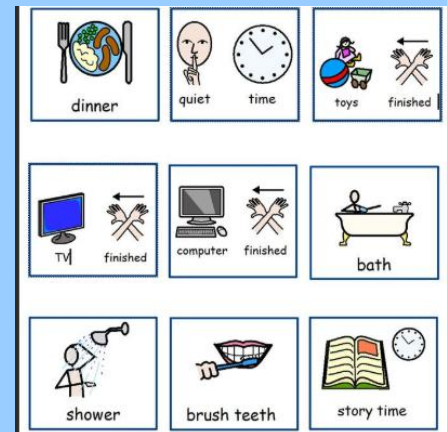
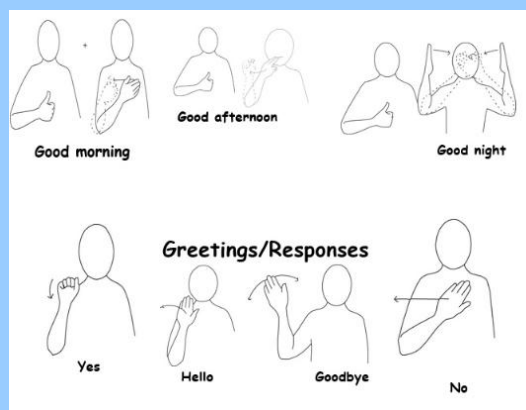


St. Mary's Priory Catholic Schools
Termly SEND Newsletter



Have a restful Easter break from Mrs Neli the Inclusion lead.



SEND updates at St. Mary's

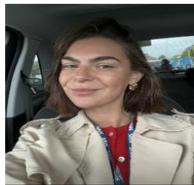
1. Transition preparation will take place in the second half of the summer term
2. Body image assembly year 6 - school nurse
3. Personal hygiene assembly years 4/5 – school nurse

Key Dates

- Summer IEPS will go out on the week beginning: 8th June 2026
- Easter break
Monday 30th March – returning on Monday 13th April

Well-being and mental health reminders**GUIDED EMOTIONAL AND MENTAL HEALTH SUPPORT (GEMHS) Team**

A reminder that we are a GEMHS school. Alice, who is an Education Mental Health Practitioner, works for the Haringey Mental Health Support Team. Alice is trained to work with children aged 4-18 years, as well as with parents of primary and secondary school-aged children, on a range of well-being topics, with the aim to improve access to mental health services and support young people's well-being.



Throughout the year, Alice has been delivering 'Brain buddies' in order to support children with their emotional wellbeing, enabling them to learn coping and calming strategies, to manage their big emotions and support them in regulating their emotions. Alice has also supported teachers and parents, and delivered week group interventions focused on topics such as role models, emotional regulation, conflict and communication, empowerment and thought challenging -If you would like to work with Alice, please contact Mrs Neli to make the referral.

A reminder

Our Play Therapist - Gloria

Referrals to GEMHS can be made for the following issues in green below:

Presenting difficulties, we can support with	Presenting difficulties, we may not support with depending on case-by-case assessment, formulation *	Presenting difficulties, we do not support with
Low Mood/ Mild to moderate Depression **	Anger Difficulties **	Pain Management
Panic Disorder	Low Self Esteem	PTSD
Panic Disorder & Agoraphobia	Mild Social Anxiety Disorder	Bipolar Disorder
Generalised Anxiety	Some Compulsive Behaviours	Psychosis
Worry Management	Mild Health Anxiety	Personality Disorders
Simple Phobias (e.g. crowds,	Assertiveness/Interpersonal Challenges (e.g., With Peers)	Eating Disorders
Sleep Difficulties	Self-Harm is disclosed but is assessed as linked to low mood but is not assessed as enduring and elevated risk in nature. **	Chronic Depression/Anxiety
Stress Management	Mild/early onset OCD	Established Health Anxiety
Behavioural Difficulties		Historic or current experiences of abuse or violence
		Complex interpersonal challenges
		Bereavement
		Relationship Difficulties
		Active, enduring and significant self-harm
		Phobias around blood, vomit or needles.



www.sendpowerinharingey.org/pages/support-groups

Sign up for FREE

Find your community. It can be a lonely road navigating the SEND world. Finding a support network – be it a WhatsApp group, coffee morning, or a walking group – is important.

Here's a few events coming up in Haringey:

There are many more on the website.

Link to the newsletter:

<https://mailchi.mp/sendpowerinharingey.org/march-2026-newsletter-send-power-in-haringey>

Many thanks,

Lizzy, Grace, Rhianne and Jorgie

hello@sendpowerinharingey.org



Walk and Talk

JOIN US

Our monthly Walk and Talk usually the first Monday of the month—whatever the weather!

Meet fellow mums, dads & carers of children & young people with Special Educational Needs and/or Disabilities (SEND)
We'll go to a cafe afterwards

Please let us know if you have any access requirements:
hello@sendpowerinharingey.org

APRIL: FINSBURY PARK



Meeting Point: Park View Cafe
(N4 1BZ)



Monday 13th April 2026

Time: 11.30am to 12.30pm

Walk leaders:

Lizzy and Grace



Grace's number: **07549 023 657**





Walk and Talk

JOIN US

Our monthly Walk and Talk usually the first Monday of the month-whatever the weather!

Meet fellow mums, dads & carers of children & young people with Special Educational Needs and/or Disabilities (SEND)
We'll go to a cafe afterwards

Please let us know if you have any access requirements:
hello@sendpowerinharingey.org

MAY: HIGHGATE WOOD & QUEENS PARK



Meeting Point: Jacksons Lane
(N6 5SS)



Monday 11th May 2026
Time: 11.30am to 12.30pm

Walk leaders:

Lizzy and Grace



Grace's number: **07549 023 657**

Strategies to support attention and listening skills

- Always approach and address the child by name before you speak.
- Get down to the child's level whenever possible.
- Use hand movements, different facial expressions and tones of voice to keep the child interested.
- Use different ways to show and explain things as much as possible. For example, pictures, symbols, objects, demonstrations, mime, gestures and videos.
- Share stories and sing songs as part of the child's daily routine. Use different gestures and props to make the stories and songs feel fun and exciting.
- Position the child away from possible distractions, for example, book racks and toys.
- In whole class activities, sit the child near an adult so that attention can be refocused when needed.
- Stand near to and face the child when giving instructions in group situations, such as when lining up or in PE, to help reduce distractions.
- Reduce background noise, such as the radio and TV.
- Keep activities short and try using a timer to encourage the child to stay focused for a set amount of time. Stop the activity when the timer rings, even if the task is going well.
- Provide regular movement breaks.
- Recognise that children learn to listen in different ways. Some children may listen better if they have a toy to fidget with or are able to move freely. Notice what helps the child to listen.

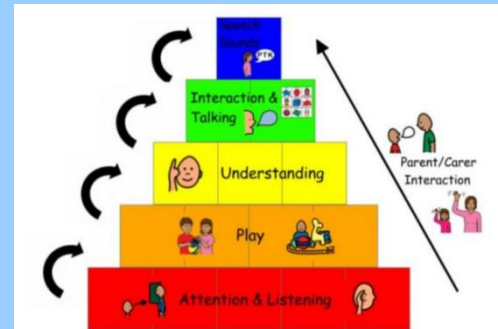
We use the intervention Lola in EYFS.

See a useful link to help younger and older children at home.

<https://www.bedslutonchildrenshealth.nhs.uk/services/bedfordshire-and-luton-childrens-speech-and-language-therapy-service/supporting-attention-and-listening/>



We use the intervention 'Wellcomm' in nursery to support language development.



WellComm

The complete speech and language toolkit, from screening to intervention.

Delayed language skills can impact learning and future success. WellComm helps identify pre-school and primary school children facing speech and language barriers early, so they get the right support at the right time.

Designed for Early Years and Primary settings, WellComm is quick and simple to use — no specialist expertise is needed. With long waits for speech and language therapy, it gives nurseries and schools an instant speech, language and communication needs (SLCN) profile and ready-made interventions that can be used straight away.

Early identification

WellComm helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters most. Early detection is crucial, as children often mask their difficulties, particularly in KS2. Language barriers are often hidden, 2-3 children in every classroom face significant SLCN with many more children potentially underdiagnosed and unsupported. Early identification ensures children get the help they need, boosting their confidence and helping them thrive.

What does language development look like?

What's typical talk at Primary?

This poster describes the stages of typical language development, with examples of what you might see and hear in a classroom or school environment.

Language development in the primary years steadily builds on the solid foundations that are established during the early years. Children's attention, listening, understanding, vocabulary, speech, grammar, storytelling and conversations all develop further in terms of skills, knowledge and complexity.

Children develop at different rates and this poster tells you what to expect at different ages. Although it is not an assessment, the information could help you identify children who are not developing language skills as expected.

Children with English as an additional language are at the same risk of speech, language and communication needs as any other child, however, this can be more difficult to identify.

Attention, Listening and Understanding

Vocabulary

Speech Sounds, Grammar and Sentence Building

Verbal Storytelling and Narrative

Conversations and Social Interaction

4-5 years

- Knows to look at who's talking and think about what they're saying.
- Listens to and understands instructions about what they are doing, without needing to look up.
- Understands 2 to 3 part spoken instructions:
 - e.g. "Finish your picture, then sit on the carpet and look at a book."
- Can answer a 'How' or 'Why' question:
 - e.g. "Why do we need sunhats on?" "To stop the sun burning our face."

- Understands a range of related words to describe concepts:
 - e.g. soon, early and late; soft, hard, and smooth.
- Knows words can be put into groups and can give common examples in them:
 - e.g. Animals: dog, cat, horse...
- Uses words more specifically to make the meaning clearer:
 - e.g. "I saw a funny monkey. It was a spider monkey."

- Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables:
 - e.g. "Wabbit" for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti'.
- Uses well-formed sentences:
 - e.g. "I played with Zoe in the park" but with some errors:
 - e.g. "I falled down."
- Joins phrases with words such as:
 - e.g. if, because, so, could.

- Lists events with some detail:
 - e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter."
- Retells favourite stories - using some of their own words:
 - e.g. "...and she said what a nice mouth you got and the wolf said, 'I can eat you! Gupt!'"
- Describes events but not always joined together or in the right order:
 - e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well."

- Confidently starts and takes part in individual and group conversations.
- Joins in and organises co-operative role play with friends and can pretend to be someone else talking:
 - e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."
- Uses language to ask, negotiate, give opinions and discuss ideas and feelings:

5-7 years

- Starts to ignore unimportant information.
- Is aware when a message is unclear and comments or asks for explanation.
- Understands complex 2 to 3 part instructions:
 - e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."

- Compares words, the way they look, sound or mean:
 - e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."
- Can guess the word from clues, or give others clues using shape, size, function, etc.
- Uses newly learnt words in a specific and appropriate way:
 - e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."

- Speech is clear with occasional errors, especially with consonant blends.
- Has good knowledge of sounds in words.
- Asks lots of questions to find out specific information including 'How' and 'Why'.
- Uses different ways to join phrases to help explain or justify an event:
 - e.g. "I'm older than you so I will go first."

- Tells stories that set the scene, have a basic plot and a sequence of events.
- Begins to be aware of what the listener already knows and checks:
 - e.g. "You know where I live, right? Well, in that big house by the shop..."
- Accurately predicts what will happen in a story.

- Takes turns to talk, listen, and respond in two-way conversations and groups.
- Keeps to a topic but easily prompted to move on if it takes over.
- Copies others' language and begins to be aware of current peer language:
 - e.g. Copies swear words, says, 'Cool', or 'Yeah right'.
- Uses and experiments with different styles of talking with different people.

7-9 years

- Listens to key information and makes relevant, related comments:
 - e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk."
- Identifies clearly when they haven't understood:
 - e.g. "What's maize?" or "Get a blue what?"
- able to infer meaning, reason and predict:
 - e.g. "It's getting very hot in here," means open the window.

- Uses a range of words related to time and measurement:
 - e.g. century, calendar, breadth.
- Uses a wide range of verbs to express their thoughts, or about cause and effect:
 - e.g. "I wonder what she's thinking, or, "If we run we should get there on time but we might arrive late."
- Joins in discussions about an activity using topic vocabulary:
 - e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday."

- Speech is clear, uses words with three sounds together or words with lots of syllables:
 - e.g. splash or zizzing; rhinoceros or identical.
- Uses regular and unusual word endings:
 - e.g. walked or fell.
- Uses complex grammar and sentences to clarify, summarise, explain and plan:
 - e.g. "So the bee collects the pollen from the stamen and then flies to another flower and pollinates it."

- Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion:
 - e.g. "...and everyone got home safely which was great."
- Uses intonation to make storytelling and reports exciting and interesting.
- Adds detail or leaves information out according to how much is already known by the listener.

- Uses formal language when appropriate in some familiar situations:
 - e.g. Showing a visitor around school.
- Understands conversational rules:
 - e.g. Looks at listener to judge feedback. Gives more detail if needed.
- Uses tone of voice, stress on words and gestures naturally to add meaning.
- Uses language for full range of different reasons:
 - e.g. complimenting, criticising, negotiating.

9-11 years

- Sustains active listening to both what is said and the way it is said.
- Follows longer instructions that are not familiar:
 - e.g. "Put the striped folder that's on top of the cupboard into the bottom drawer of my desk."
- Understands different question types:
 - e.g. open, closed, rhetorical.
- Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean:
 - e.g. You can't have your cake and eat it.

- Makes choices from a wide and varied vocabulary:
 - e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.
- Uses sophisticated words but the meaning might not always be accurate:
 - e.g. "My bedroom was meticulous."
- Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked:
 - e.g. 'Hard' (rigid object and tough person).

- Uses long and complex sentence structures:
 - e.g. "I will come with you only because it means you will stop going on at me."
- Uses questions to help conversations flow.
- Sentences average about 7 to 10 words - longer in stories than in conversation.
- Knows when a sentence is not grammatically correct and can explain rules of grammar.

- Tells elaborate entertaining stories which are full of detailed descriptions.
- Everyday language is detailed and not always about their immediate experience.
- Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.
- Uses complex joining words:
 - e.g. meanwhile, therefore.

- Uses different language depending on where they are, who they are with and what they are doing:
 - e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.
- Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.
- Realises when people don't fully understand and tries to help them.

Communication tips for parents

Talk with me - Communication tips for parents 3 to 4 years

COMMUNICATION TIPS

- Read books with your child as often as you can. Talk about the pictures. Let them fill in parts of familiar stories. Read favourite books frequently.
- Make time to listen to your child when they are telling you something. Stop what you are doing and get down to their level. Have a special time to talk about their day.
- If your child's sentence is muddled don't correct them but repeat back to them how they could have said it.
- Join in pretend play with your child, following their lead. Let them be the 'mum' or 'teacher'.
- Sing songs and nursery rhymes, pausing for them to fill in missing words.
- Introduce games with rules, such as 'snakes and ladders'.
- Your child is still learning new words and hearing them many times will help them learn them quicker.
- Don't correct words that are not said correctly, as with muddled sentences just repeat back the word said with the correct sounds.
- Restrict the amount of TV your child watches. Make sure that your child has plenty of opportunities to interact with you, the rest of the family and friends.
- Talk about and involve your child in everyday situations such as shopping, cooking, and cleaning. Your child will enjoy these more when they are given a role to play and are included in conversations as they happen.

DID YOU KNOW?

As your child develops speaking and listening skills they build the foundations for literacy and learning. Your child needs varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding.

"what I like"

- Playing with others.

"what I can do"

- I am using longer sentences and beginning to link sentences by using 'and', 'but' and 'because'.
- I can talk about events in the past and present.
- I can retell stories.
- The number of words I know is continuing to grow.
- I may still have a problem with some sounds but most people understand me most of the time.
- I can understand questions beginning with 'why'.
- I may still make some mistakes with grammar, for example saying 'mouses' instead of 'mice'.
- I can carry out a sequence of actions or instructions.
- I can join in games with rules and understand taking turns and sharing.
- I can listen to longer stories.
- I am beginning to understand simple jokes.
- I am beginning to form friendships.

Listen to me,
I *talk* all
the
time



Talk with me - Communication tips for parents 4 years plus

COMMUNICATION TIPS

- Continue to spend time looking at and reading books together. Talk about new words and their meanings.
- Make sure you give your child time to talk, your child is trying to express more complex ideas and may need more time to respond to questions while they are getting their words sorted out before they speak.
- Repeat back to your child what they said but reword it into a correct sentence rather than correcting them.
- Play games with sounds and rhymes. This will help with developing reading and writing skills.
- Play board games to develop listening, turn taking and following rules. These can also be good for showing examples of good social language.
- Make sure you set a good example of social language by using words such as 'please' and 'hello' at appropriate times so that your child can use these words and recognise when they are needed.
- Involve your child in everyday routines.
- Encourage imaginative play and join in pretend games with your child.
- Make sure you know what your child is learning at nursery or school and reinforce with games, books and activities at home. This will help them learn new words more easily and allow them to practice and use language associated with their learning more often.
- Be aware of when you are using expressions such as 'pull your socks up', make sure you explain the meaning. This can be fun for children to learn at this age.

DID YOU KNOW?

As your child develops speaking and listening skills they build the foundations for literacy and learning. Your child needs varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding.

"what I like"

- Telling jokes with my friends, although they may not always be funny.

"what I can do"

- I can listen to what you are saying whilst carrying on with what I am doing.
- My sentences are much more complex and adult like.
- I can have more detailed conversations with you, including talking about the past, present and future.
- I can understand more complex instructions including using sequences like first and last.
- I can plan games with my friends.
- I can listen to longer stories.
- I can play games with rules and take my turn with a larger group of people.
- I like to play imaginary games with my toys and with my friends.
- I'm beginning to understand when you use expressions such as 'shake a leg' but you will need to explain these when you first use them.



I'm a
fantastic
talker



HUTS Haringey Universal Therapies Service Advice Line



For Parents, Carers
and Professionals in
Haringey

Have a question
about your child's
daily activities?
e.g. toileting, eating
or sleeping

Have a question
about your child's
**talking or
communication?**

Speak to an
Occupational
Therapist

Call **0203 224 4399**
Monday-Friday
9am-5pm
Email us
whh-tr.huts@nhs.net

Speak to a
Speech & Language
Therapist



*Please call or email with your question and a therapist will contact you within 2 weeks.

Please let us know if you need an interpreter.

Is your child experiencing developmental difficulties?

Come and get advice and support at our Drop-In, from the Specialist Health Visitor and Specialist Nurse.

Where: Clinic Room 3
Tynemouth Road Health Centre
24 Tynemouth Road
London N15 4RH

Telephone: 0203 224 4312

When: Every Tuesday morning

Time: 10.00am to 12Noon



If your child has an EHCP you will have an annual review each year. What is the purpose?

Purpose of an Annual Review of an EHCP

- Evaluate progress toward outcomes
- Review the effectiveness of provision
- Identify any necessary changes
- Set new targets or outcomes





Changes to routines can be challenging for some children.

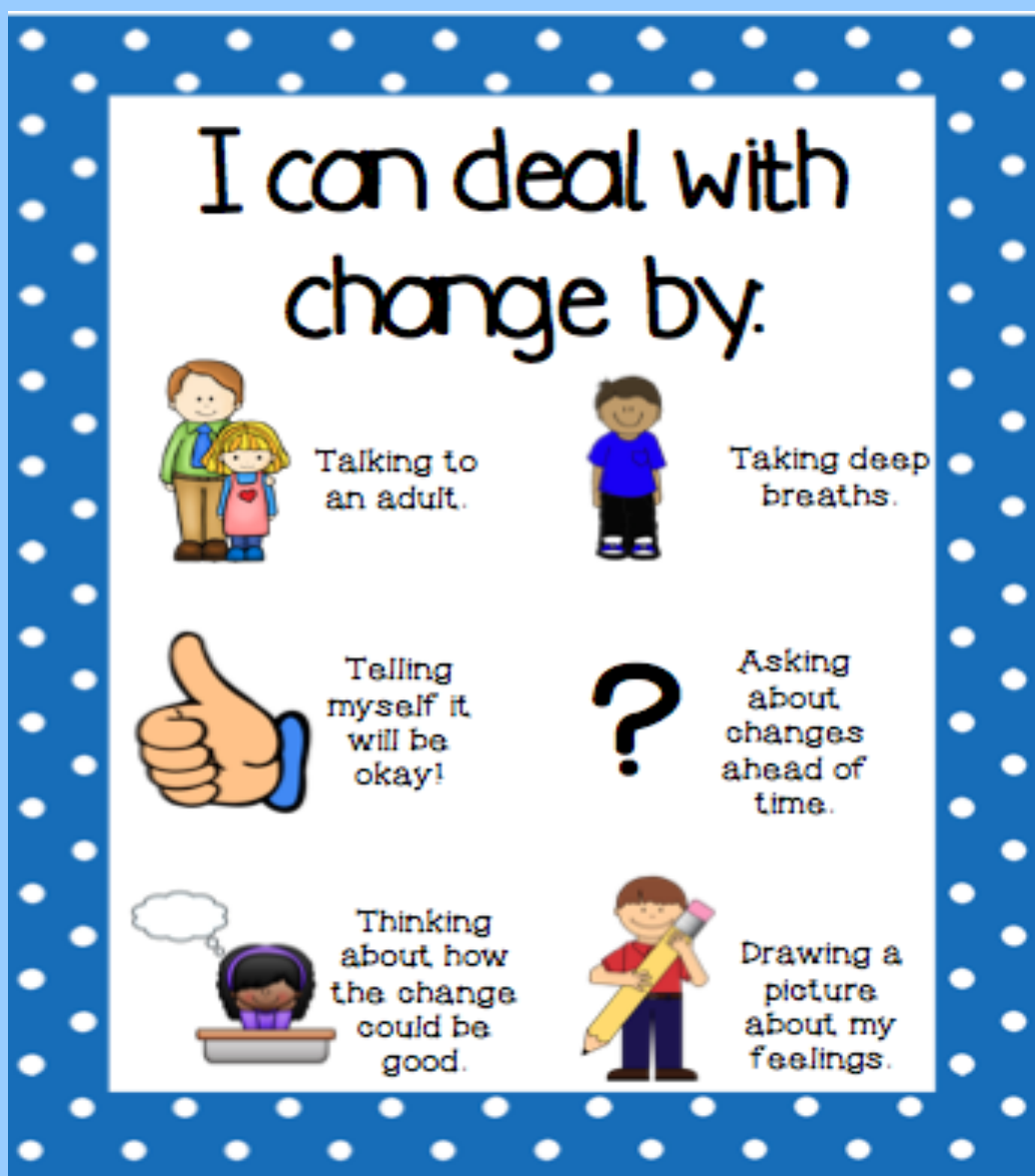
Coping with change

Change can be difficult for some children to cope with. They may become overwhelmed at sudden changes or feel anxious when their routine is disrupted.

Here are some strategies that may help.


- Visual timetables can help the child understand what will happen at each stage of their day. Set well-defined schedules of activities and help them to estimate how long each task will take.
- Prepare for transitions. For example, use visual clocks, egg timers or stop watches to enable them to visualise how long they have left of each activity. Give transition warnings ahead of time.
- Maintain structure and routine as much as possible. For example, keep the order of tasks during a morning routine the same. Predictability can make them feel less anxious and help them to cope better during the day.
- Prepare them for new places or activities. For example, visit a venue ahead of time, watch a video about what to expect, use [social storiesTM](#), and add changes to the daily planner/visual timetable.
- Give advance notice of changes where possible.
- Offer choices to give them a sense of control. For example, ‘would you like to wear a jumper or a coat to go to the shop?’.
- Use [choice boards](#) to help your child understand and process the options available and indicate their preference. This may include a selection of pictures showing what activities they could choose to do.

- Provide a sense of familiarity during unstructured times or times of change. For example, encourage them to have a transition object they can focus on (eg a cuddly toy or a fidget toy), listen to familiar music that they like, talk about something they love, or provide a quiet place for them to go to.
- Try to limit the amount of change at any one time.
- Encourage your child to recognise their feelings around change and identify specific triggers or anxieties.



St. Mary's Priory is dedicated to Supporting emotional well-being and mental health





Anchored in Haringey

The Anchor Approach works with schools to support children and their families to be resilient and to have high levels of wellbeing.


When we are resilient, we are more able to cope with life's challenges and recover if something happens that is difficult or upsetting.

Having high levels of wellbeing means that we are more able to enjoy our relationships with others, take part in activities in and outside school and to enjoy learning new things. We feel more confident to contribute to family, school and community and this can bring joy and a sense of purpose as we learn our place in the world and know that we are important. This helps us to live our best lives!



The Anchor Approach is a Public Health Approach, developed and run by Haringey teachers. We will soon be working with staff at your school to support your school community.

For more information visit: anchor@haringey.gov.uk



Supporting children and their families
to live resilient and stable lives

In addition to being an ‘Anchor Approach’ school, we are also an ELSA school, with two members of staff now trained ELSAs.

An ELSA (Emotional Literacy Support Assistant) is a member of staff who is trained to support children in the development of their emotional literacy. They have ongoing training with Haringey’s educational psychology team.

What is emotional literacy?

- Understanding and coping with the feelings about ourselves and others.
- Developing high self-esteem and positive interactions with others.

Being emotionally literate helps children focus better on their learning.

Some of the areas the ELSA may work on:

- o Recognising emotions.
- o Building self-esteem.
- o Developing social skills.
- o Developing friendship skills.
- o Managing anger.
- o Managing loss and bereavement.

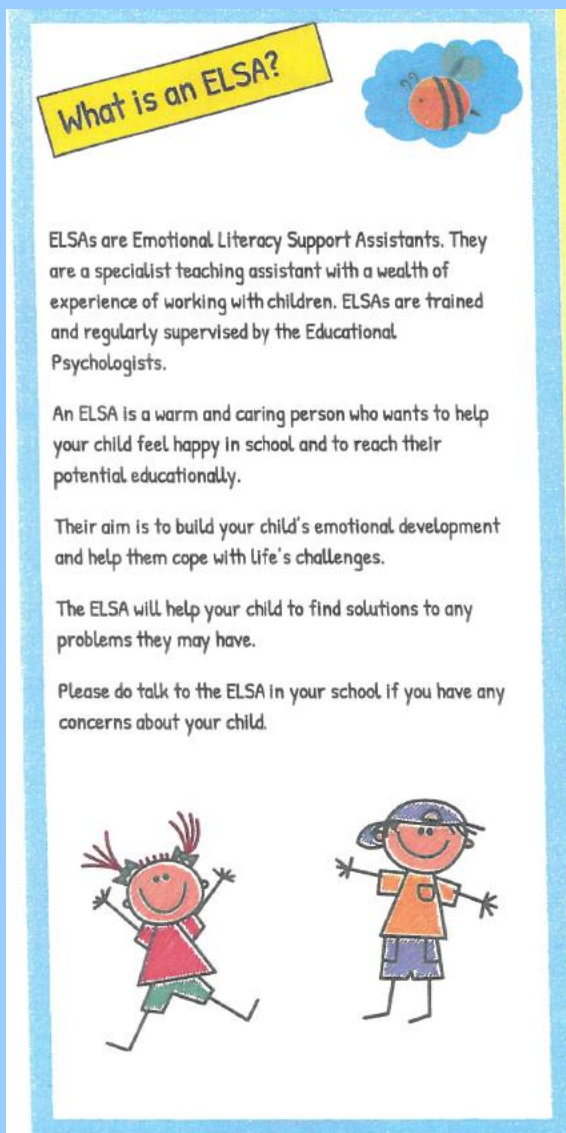
How does the ELSA work?

- Offering a child a regular slot during the school week for 20-45 minutes.
- Sessions can be individual or in small groups and tailored to the child's individual needs.
- Sessions are fun and might include role-play, puppets, board games, art and craft and stories.
- They include time to talk.

- A pupil's progress will be reviewed on a half-termly basis.

As a parent/carer, how can you help?

- By informing the class teacher/ SENCO or ELSA if there are any issues that may be affecting your child.



What is an ELSA?

ELSAs are Emotional Literacy Support Assistants. They are a specialist teaching assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists.

An ELSA is a warm and caring person who wants to help your child feel happy in school and to reach their potential educationally.

Their aim is to build your child's emotional development and help them cope with life's challenges.

The ELSA will help your child to find solutions to any problems they may have.


Please do talk to the ELSA in your school if you have any concerns about your child.



ELSA

Emotional
Literacy
Support
Assistant

Individual Session



Your child will be offered 6 to 12 sessions initially and they can vary in time, according to the age of your child

The ELSA will plan their sessions for your child very carefully. The session consists of several parts.

Example lesson

Emotional check in

This is an opportunity to talk about feelings.

Main activity

The ELSA will plan the activity to a learning objective. Something your child will be able to do at the end of the session that they cannot do now. For example your child might have low self esteem so the ELSA will work on your child's strengths. The ELSA will encourage your child to talk about their talents or personal characteristics such as 'kind', 'caring', 'helpful' or 'brave'. The child may then make something to reinforce those strengths.


Relaxation

Your child will be taught a relaxation exercise to help get them ready to go back to class.

Review

Your child will be able to reflect on the session and realise they have lots of strengths and talents which will boost their self esteem.

Group Session




Your child will be offered 6 to 12 sessions initially and they can vary in time according to the age of your child

The ELSA will plan the group sessions for your child very carefully.

Emotional check in

This is an opportunity to talk about feelings.



Warm up activity

A fun game or activity to help relax the children.

Main activity

This is similar to the individual session but your child will be encouraged to work with other children. This helps with co-operation, social skills, friendship and gives a sense of belonging. A learning objective will be set for the group of children which they will all be able to answer at the end of the session.

Relaxation

Your child will be taught a relaxation exercise to help get them ready to go back to class

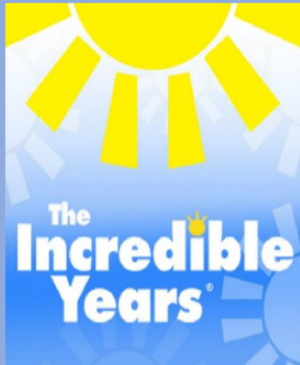
Review

Your child will be able to reflect on the session and talk about what they have learnt.

The website has many helpful resources that you can use at home

<https://www.elsa-support.co.uk/>

Webster Stratton course for parents



Webster-Stratton Parenting Group

- Are you a parent/carer of a child aged 3-11 years?
- Are you finding your child's behaviour challenging?
- **We welcome families with children with a neurodivergent profile**

What is the Incredible Years® Parenting Programme?

The Incredible Years® Parenting Programme was developed by Carolyn Webster-Stratton. It has helped thousands of parents to support their children's behavior and promote their children's social, emotional and academic development. The group will involve video clips, discussions and a wide range of different activities, encouraging parents to share ideas and strategies in a supportive environment. The aim of the programme is to help you enjoy being a parent!

What will the programme cover?

- Suggestions of ways to enjoy time with your child, such as how to play and interact effectively
- Explaining and practicing ways to promote positive behaviours and reduce inappropriate behaviours
- Rules, routines and effective limit setting
- Supporting your child's emotional well-being
- Help to regulate your own feelings

Contact Mrs Neli if
you are interested



Please check out Haringey's Local Offer page for SEND-related events and information

www.haringey.gov.uk/children-and-families/local-offer/support/leisure-activities



Also, visit SEND Power - a forum for parents and carers of children/young people with Special Educational Needs and/or Disabilities (SEND)

www.sendpowerinharingey.org/

On behalf of everyone at St. Mary's Priory, have a restful Easter

