

# Witherley CE Primary School



## SEND Policy

**Approved: Autumn 2024**  
**Next Review: Autumn 2025**

## **Contact**

Special Educational Needs Coordinator (SENDCO) – Mrs Andrea Hodgson

How to contact Mrs Hodgson

- Through the school reception
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## **Statement of Intent**

This policy reflects the new SEND Code of Practice, 0-25 guidance.

Witherley CE Primary School will work with the LA to:

- Involve parents/carers and young people in decision making
- Identify the needs of children and young people
- Collaborate between education, health and social care services to provide support
- Meet the needs of children and young people with SEND with high quality provision

## **Legal Framework**

This policy has due regard to statutory and non-statutory guidance, including but not limited to the following:

- DfE (2015) 'Special educational needs and disability code of practice:0-25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working together to safeguard children'
- DfE (2022) 'Schools admissions code'
- DfE (2023) 'Keeping children safe in education'

## **Vision and Aims**

### **Vision**

Witherley CE Primary School is welcoming and committed to inclusivity. We understand the importance of making adjustments and the personalisation of provision, building a picture of the whole child.

We are establishing a culture of school, family, community and services working together - putting the child and family at the heart of our SEND provision

### **Aims**

Witherley CE Primary School's mission statement and aims:

### **'Let your light shine' Mathew 5:16**

Through our school values we help each child to develop knowledge and understanding, encouraging a positive attitude towards themselves and others. WE celebrate success and achievement for every child.

Each and every child is valued, we are kind and respectful to each individual. Our school community challenges itself to be the best that it can be. The children's learning and well being is at the very heart of everything that we do.

### **Aims for SEND**

We aim to raise the aspirations and expectations for all pupils with SEND. Our aims for our pupils with Special Educational Needs and Disabilities are the same as for all our pupils - to develop enquiring minds with a spirit of curiosity, to participate fully and to access a broad and balanced curriculum.

Ensuring high quality teaching is our priority. The review cycle of assessment, carefully planned work followed by regular reviews is vital to ensure positive outcomes for children with SEND.

In line with the SEND Code of Practice 2014 the staff at Witherley CE Primary School will do their utmost to:

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- carefully monitor progress to reduce barriers to learning
- develop a collaborative working partnership
- work with parents, carers and the LA to ensure good attendance if problems arise
- ensure high quality training and collaboration with other members of staff is available to ensure the pupils needs are met
- ensure there is a multi-professional approach to meeting the needs of learners by working with the LA (Leicestershire and Warwickshire) and other agencies
- support pupils with medical conditions to achieve full inclusion in school life
- To work with the LA and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **The SEND process – putting the child and their family at the heart**

We are a small school with a genuine culture of family, school and community working together. We aim to involve parents as much as possible, providing them with support and advice, encouraging a partnership between school and home. Pupils are encouraged to make their own choices and are involved in setting their own targets.

We have good assessment systems, well matched work and regular reviews of pupil's progress. Interventions are an important part of this cycle and inform next steps. In line with the SEND code of practice 2014, Witherley C.E. Primary School staff strive to:

## **A commitment to Inclusivity**

Our aims for all pupils with SEND are the same as for all our pupils – to attain to their best of their abilities and have access to a broad and balanced curriculum. We understand the need to and importance of personalising provision.

## **Putting the child and family at the heart of our SEND process**

Our school has a close and supportive ethos with families, school, community and services working together. We have a clear idea on the expectations of the outcomes for children with SEND. The assessments, appropriate levels of work, regular review of progress and interventions are key to the success of this cycle.

## **Identification of Special Educational Needs and Disabilities**

At Witherley CE Primary School we recognise the benefit of early identification, identifying a child's needs at the earliest point and making effective provision therefor ensuring good long term outcomes for the pupil. Our school's regular assessments of progress identify pupils who make less than expected progress. Characteristics of less than expected progress are:

- significantly slower progress than their peers
- failure to match previous rates of progress
- failure to close the attainment gap between the pupil and their peers.

We will:

- Use all that we can to make sure that the pupils with SEND get the support they need
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND
- The SENDCO will coordinate the SEND provision
- Inform parents when the school makes special educational provision for their child

We will review:

- The implementation of our SEND policy
- Our arrangements for the admission of children with disabilities
- The facilities we provide to enable access to the school for children with disabilities
- Our Accessibility Plan

## **Definition of SEND** (SEND Code of Practice 2014)

For the purpose of this policy, a pupil is defined as having SEND if they have a:

- significantly greater difficulty in learning than the majority of others of the same age
- disability or health condition which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The needs and support of pupils with SEND have been divided into four broad areas. These areas need to be considered when reviewing and managing special educational provision.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

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

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory or physical needs**

Some children have impairments which prevent or hinders them from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Other medical conditions such as diabetes, epilepsy and cancer are included under the definition of a disability, but does not mean that a child with such a condition will necessarily have SEN. These conditions can be age related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

An example of difficulties that may be a cause of concern could include:

**Language** – limited vocabulary, speech lacks structure and a reluctance to talk to peers and adults.

**Listening skills** – is unable to sit and listen for any period of time and responds to instructions with difficulty

**Visual skills** – difficulty interpreting visual information, discrimination between pictures, letters and words

**Social skills** – cannot play or co-operate on a simple task with their peers, finds making and keeping relationships with other children or adults difficult or acts inappropriately for their age

**Co-ordination skills** – fine and gross motor skills are significantly delayed, poor co-ordination in movement

**Reading** - reading age at least one year below chronological age and child finding age appropriate texts difficult to understand and read

**Writing** - the child is not using recognisable sentences in Year 1, a simple story in Year 2, a fictional or factual account in clear sentences in Year 4 and express themselves fluently in Year 5 using correct punctuation, grammar etc.

**Spelling** – in school spelling assessments a child over 12 to 18 months below chronological age

**Maths skills** – needing to work at a year group below chronological age

**Emotional mental health** – acts in aggressive manner to others or is excessively anxious, unable to concentrate and sit at a task, behaves inappropriately in class or out

**Personal organisation** – has a significant difficulty managing personal belongings and loses equipment regularly

**Medical** – general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects learning.

The overriding importance when identifying needs is how well the child responds to modifications to the curriculum and teaching strategies in the classroom and the impact that targeted intervention support has had.

## **Children with specific circumstances**

**Looked after children:** children at our school who are being accommodated or who have been taken into care by the local authority (LA) are legally defined as being 'looked after' by the LA.

**Special Guardianship order:** children at our school who are under an SGO are legally defined as children where 'a formal arrangement where the court has appointed parental responsibility for a child to someone other than the parent. This could be a grandparent, close relative or a family friend.

## **The graduated approach to SEN support**

This is the process the school follows to identify special educational need.

### **Early Response Stage**

The concerns given to us are listened to. These concerns can come from the following places:

- Parental concerns
- Pupil's own feelings and thoughts
- Teachers concerns – from previous setting (nursery or previous school)
- Identification of lack of progress through assessment and tracking process - use of target tracker to show progress and level of attainment and end of year data, data – scores from school assessments (spelling, reading, maths, book band colour and speed of movement through book bands)

At this early stage the child and the child's parents are met by the child's teacher. During this meeting next steps are discussed. Any additional barriers to progress, including attendance, health eg hearing and sight, changes to family circumstances will be considered and addressed. Any 'reasonable adjustments' are made for example using additional equipment eg coloured overlays, wobble cushions. Any teaching adjustments and using strategies to suit specific learning difficulties will also be made.

### **Intervention at Early Response Stage**

During the meeting with parents it may be agreed that there maybe be a specific short term intervention carried out or adaptations made to class teaching. The initial meeting will be an opportunity to discuss the area where the need is most evident:

- Communication
- Cognitive learning
- Social, emotional and mental health
- Physical or sensory needs

This is the stage where information can be gathered in the form of a Pupil Passport. This is a child centred approach where the child's views, likes, dislikes and preferred learning strategies are collected.

To address specific issues that are preventing the child from making good progress a plan of action is agreed. Targets are decided which will support achieving the outcomes which will be added to the Pupil Passport.

This is a graduated response.

We assess, then we plan, we do and then review with the pupil and the pupil's parents. This process usually takes place on a half termly basis.

However, interventions used may vary in length. Interventions and planning will be monitored by the SENDCO. If the intervention is seen to be having a positive impact on the child's progress they will stop having specific targeted intervention and continue to be monitored through our school tracking process, Target Tracker.

The child will not be placed on the Special Educational Needs and Disabilities register at this stage.

### **Identification of a 'Special Educational Need' the SEND support stage**

After a few cycles (usually 2 terms) of the 'Early Response Stage' if the child is still not making the expected progress despite quality teaching, adjustments and interventions a decision involving the parents, class teacher and SENDCO as to whether the child does have a Special Educational Need will be made.

The child will then be added to the Special Educational Needs Register and the SEN support Stage begins.

The child will continue to have additional support and the Assess, Plan, Do Review system will continue to be used.

### **'Assess' stage**

From data analysis, teacher assessments and discussion with the pupil and parents we will have a very good picture of the pupil's needs.

At this stage we may make the decision to also involve and ask advice from external agencies. An example of the external agencies we use:

1. Specialist Teaching Service
  - Autism Outreach Team (AOT)
  - Hearing Impairment Team
  - Visual Impairment Team
  - Learning Support Service
2. Educational Psychologist
3. Health eg School Nurse, Speech and Language Therapists, Community Paediatricians
4. Independent dyslexia support and assessment
5. CAMHS (Leicestershire) or RISE (Warwickshire)
6. Early Help Team

The advice received following the involvement of external agencies will then be used in developing an action plan for that child. Records are to be kept so we can see what is working well for that child.

## 'Plan' stage

The process to create the child's action plan will involve meeting with the child and their parents to discuss the support that will be put in place.

The support may be within the class, small group work or 1:1 led by support staff and/or the class teacher.

If the child has been assessed and reports received these recommendations will be incorporated in the child's action plan.

Any support that can be carried out at home will be shared and demonstrated with the parents.

The purchase of any specific programmes or equipment to meet the needs of the pupils will be done so through the schools notional SEN budget.

## 'Do' stage

The class teacher will be responsible for the child's learning. The SENDCO, will discuss and monitor the provision. Thought will be given to:

- how staff are used to support the pupil
- teaching strategies used
- resources or programmes will be assessed
- the length of time the cycle will run with a review date agreed

## 'Review' stage

At the end of the cycle (normally a term) a review will take place, which involves a meeting with the child, parents and teacher and if needed the support staff and SENDCO. This will be to assess the effectiveness of interventions and support. Next steps will then be agreed with the class teacher, child and parents and a new SEN support plan agreed and written.

Looked after children have a PEP review meeting to discuss and review their personal development. Any SEN review will be in addition to this. The different reviews will feed in to each other.

## Progress

If **good progress is made** over the cycles and the needs of the child is no longer 'additional to and different from' that of their peers, in consultation with parents, the child can be taken off the SEND register. The adjustments made in the classroom will remain and the child will be tracked carefully to monitor continued progress.

If **good progress is not made** there may be more complex needs which require advice and support from external agencies. These pupils will have a SEND support plan.

If the special educational provision that is required to meet the child's needs cannot be provided by the school's own resources, in spite of careful and thoughtful actions being taken to assess the special educational needs of the child, a request can be made

through a referral system for statutory assessment to the local authority. This may result in an Education Health Care Plan (EHCP) being provided and would be carried out following discussion with and agreement from parents.

### **Supporting pupils with medical needs**

Arrangements for pupil's with medical needs will be addressed in line with the school's Medications policy. The staff sign an agreement to administer medication and complete training. Parents are asked to sign the school's agreement and follow the guidelines concerning the school's administration of medicine (see Medications procedures).

### **Roles and Responsibilities**

The Governing body has a responsibility to:

- designate an appropriate member of staff to be the special educational need and disability coordinator and have responsibility for coordinating provision of pupils with SEND.
- designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- ensure arrangements are in place to support pupils at school with medical conditions.
- identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- publish annually information about the school's policy for pupils with SEN.
- ensure arrangements are in place to support pupils at school with SEND.
- appoint a governor to oversee the school's arrangements for SEND.
- oversee the SEND information report and publish it on the school website.

The responsibilities for the SENDCO are taken from the SEND Code of Practice (2014).

The SENDCO has responsibility to:

- be a qualified teacher
- achieve the National Award in Special Educational Needs Coordination.
- collaborate with the governing body and headteacher to determine the strategic development of the SEND policy and SEND provision
- oversee the day-to-day responsibility for the operation of the SEND policy
- coordinate the specific provision to support children with SEND and EHC plans
- liaise with the relevant designated teacher where a looked after pupil has SEND
- work with the school governors and head teacher to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- advise on the graduated approach to provide SEN support

- advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- liaise with parents/ carers of pupils with SEND
- liaise with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- be the first point of contact with external agencies
- liaise with potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- provide professional guidance to colleagues, parents and carers and other agencies.
- work with professionals providing support to the family
- ensure records of all pupils with SEND are kept up to date
- inform parents/ carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHCP
- support the class teacher in assessment of a pupil's strengths and weakness and advise the start and continuation of effective support

The Headteacher has responsibility to:

- ensure that teachers monitor and review pupil's progress during the course of the academic year.
- cooperate with the LA (Warwickshire or Leicestershire) during the annual EHC plan review
- ensure that the SENDCO has sufficient time and resources to carry out their functions
- ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- ensure that the procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- identify any patterns in the identification of SEND within the school and in comparison with national data.
- ensure that those teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- take steps to ensure that pupils and parents and carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans
- provide the SENDCO with time away from teaching to enable them to fulfil their responsibilities
- establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils
- identify any patterns in the identification of SEND within the school and in comparison with national data

Class teachers have responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/ carers, the SENDCO and the pupils.
- Set high expectations for every pupil and aim to teach them the full curriculum

- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class
- Be aware of the needs, outcomes sought and support provided to any pupils with SEND they are working with.
- Following the detailed advice in a child's EHCP to meet the desired outcomes.

### **Involving pupils and parents in decision making**

Parents and carers will always be informed when the schools provide their child with SEND support. Parents/carers are encouraged to share their knowledge of their child's needs and strengths.

- Any decisions that are made concerning the school commissioning added provision will be discussed with the LA, parents/ carers and when appropriate the pupil.
- The process that Witherley CE Primary School follows and implements will support parents and pupils with SEND to express their view, needs and wishes
- Support an easy understanding and use clear language rather than buzz words and 'professional speak.'
- Have tailor designed support for the individual
- Organise and bring together all people involved in SEND support of the pupil
- Provide additional support if necessary and get advice from outside agencies
- Highlight the pupil's strengths and abilities

The class teacher, with the support of the SENDCO if required, will meet with parents/ carers of a child with SEND 3 times a year to review the progress made, discuss support and to set the next outcomes.

### **Joint commissioning, planning and delivery**

Witherley CE Primary School works with health care and education services to ensure that pupils get the right support. The school is committed to ensuring that all pupils, including those with SEND are able to achieve their ambitions and their best educational outcomes.

Witherley CE Primary School works with the LA (Warwickshire and Leicestershire) to meet the statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014)

The provision for pupils with SEND who also have a medical condition will be planned and delivered in conjunction with the health care plan.

## **Funding**

The schools core budget is allocated to make general provision for all pupils in the school, including pupils with SEND. The notional SEND budget received, as outlined in the Local Offer, is used for the provision of pupils with SEND.

Personal budgets are allocated from the LA's high needs funding block, the school will continue to make additions to SEND provision from its own budget.

## **School's contribution to the local offer**

The published Local Offer will be written in an accessible way. It will be structured in a way that relates to pupils and parent's needs.

## **Education Health care plans**

Where we have a pupil with an EHC plan the school will:

- fully cooperate with the LA when research about the pupil is being conducted.
- provide the LA with any information or evidence needed.
- Ensure all relevant teachers will be involved in contributing information to the LA.
- Inform parents/ carers and the pupil if the school decides to implement an EHC plan.
- meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- if the decision is taken not to issue an EHC plan, consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- if the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- ensure all reasonable provisions will be taken in order to provide a high standard of education.
- ensure relevant staff members will keep up-to-date with any necessary training.
- ensure staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- Specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.
- Ensure that if a pupil's needs significantly change, they will request a re-assessment of an EHC plan at least six months after an initial assessment.
- Thereafter, the governing body or headteacher will request the LA to conduct a reassessment of a pupil whenever they feel it is necessary.

- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- Ensure information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
- ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

### **Reviewing an EHCP**

Witherley CE Primary School will:

- Ensure an annual review meeting takes place
- Ensure that the appropriate people are invited and given at least 2 weeks notice of the date of the meeting
- Supply information and recommendations about the EHCP to the LA (Leicestershire or Warwickshire). Keeping parents/carers and pupil involved
- Ensure that arrangements are put in place to host the annual review meeting
- Lead the review for the EHCP
- To contact all professionals involved with the pupil prior to an annual review meeting, send any information gathered to those invited at least 2 weeks in advance of the meeting
- Prepare and send a report of the meeting to all invited within 4 weeks of the meeting taking place detailing and recommendations and amendments to the EHCP
- Provide the LA providing the EHCP (Warwickshire or Leicestershire) and parents/carers with any evidence to support the proposed changes and give those involved at least 15 days to comment
- Clarify to parents and pupil that they have the right to appeal the decisions made in regards to the EHCP.

## **Transferring between different phases of education**

An EHCP must be reviewed and amended giving sufficient time prior to a pupil transferring to secondary school from primary school.

The key transfers are:

- Early years providers to school
- Primary school to secondary school

## **Links with external agencies**

The school works with a range of different services. Our school nurse, who works under the Leicestershire NHS partnership Trust is often the first point of contact.

Health referrals are made to both Leicestershire NHS partnership Trust and South Warwickshire University NHS Foundation Trust dependent upon the GP address of the child in question. Health related referrals can also be made in Leicestershire through the Families, Young people and children's service (FYPC) and in Warwickshire it is made through the Family Information Service (FIS)

Referrals are made to Early Help (both Leicestershire and Warwickshire) if appropriate through, in Leicestershire, a multi agency referral form, or Warwickshire, the Early Help referral form.

We also work with following services when required:

- Educational Psychology
- Speech and Language therapists – mainly through contact with families in clinics as Warwickshire Speech and language team are accessed
- Autism Outreach Service
- Specialist Teaching Service – The Learning support service
- Hearing and Visually impaired teams
- Inclusion team
- Oakfield Outreach support
- Dorothy Goodman Outreach support
- Physiotherapy
- Occupational Therapy.

Contact is made with Social Services Department as appropriate.

Forest Way Teaching School Alliance are another local point of contact for specialist support as are Warwickshire SENDIAS.

## **Complaints**

Parents are encouraged to discuss any problems or concerns with the school staff. Initially these should be raised with the class teacher or SENDCO. If the problems are not resolved, then concerns can be raised with the SENDCO or Headteacher. The complaints procedures are detailed in the school complaints policy.

## **Publishing information**

Our school will publish a parent friendly SEN information booklet on our website.

SEN information that we publish will be updated annually.

## **Monitoring and reviewing**

This policy will be reviewed on an annual basis with the headteacher and governing body. Any changes will be communicated to all staff members.

## **Other policies linked to SEND policy**

- Child protection Policy
- Low level concerns Policy
- Medications Procedures
- Wellbeing Policy - pupils
- Accessibility Plan
- Equality Policy
- Behaviour and Discipline Policy
- Complaints Policy