

SEND Policy and Information Report
Ide Hill CE Primary School



PREPARED BY: Miss Olivia Rose

UPDATED: June 2024
TO BE REVIEWED: June 2025

This policy is subject to review and evaluation by the Headteacher and Governing Body.

E Alexander

Signed:
Headteacher, Miss Elizabeth Alexander

Date: 18/06/2024

Anne Fletcher

Signed:
Chair of Governors, Mrs Anne Fletcher

Date: 18/06/2024

1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Ide Hill CE Primary School, our ethos and vision "**Do everything in love**" shapes all that we do. We aim for children to form a positive attitude towards school and positive attendance. Our values of Love, Respect and Responsibility support us in our aim for all children to develop a love of God, a love learning, a love of everyone and a love of life.

We strive to support all our pupils, through seeking the 'abundant life' that Jesus promised (John 10:10) – pupils and staff flourish from the tiny Sapling in reception to the mighty Oaks of year 6, children are nurtured through the learning and experiencing of respect, responsibility and love – and the greatest of these is love. Our Vision is based upon 1 Corinthians 16:14.

Ide Hill CE School is a Rights Respecting School. We recognise the following Rights on the Convention of the child:

- **Article 28:** Every child has the right to an education.
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities
- **Article 19:** Every child has the right to be safe and cared for.

How our vision **for all our pupils with SEND** supports pupils in flourishing.

We aim:

- To work with families and professionals to achieve the very best for each child.
- To have a curriculum in place that ensures children with SEND have the same opportunities as everyone else, ensuring each and every child flourishes.
- To build a culture where we celebrate difference.
- To build relationships with our families which instil trust in our profession, so that we can continue to work together to ensure children's needs and strengths are supported.
- To continually develop strategies and resources to enable children to overcome barriers to learning and build independence
- To foster resilience and a 'growth mind-set' in all our children, including those with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- Equality Act 2010

3. Definitions

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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 of 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-16 institutions *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

4. Our Guiding Principles

At Ide Hill School, our decisions and actions are driven by our vision "Do everything in Love". We provide a nurturing environment for pupils and support their emerging needs so that they are able to thrive in our care. We are ambitious for all children. We celebrate children's achievements both within our community and with the wider community to ensure that they feel valued as a unique and important part of our school.

Our guiding principle behind our approach to teaching and learning is the belief that children's self-esteem, confidence, and emotional stability can be greatly improved through achievement, both academic and holistic. Children are encouraged to achieve and recognise their own success, whether this be within their academic learning, their wellbeing or developing their unique gifts within the wider curriculum. We believe that experiencing achievement will increase our children's ability to live a happy life as independent, responsible, members of society and with the right set of tools to equip them for life- long learning.

Children's success at Ide Hill School is characterised by nurture. As a practice "nurture" means relating to and coaching children to help them form positive relationships, build resilience and improve their social,

emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. Ide Hill School is a very caring school. Together, our Christian ethos and nurturing environment supports children to flourish. We follow the 6 principles of nurture to achieve this, focusing on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn.

Children's learning is understood developmentally

We understand that each child is unique and that therefore, children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgmental and accepting attitude, will help them to feel safe and secure

The classroom offers a safe base

Our classroom environment will always be inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning. Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom.

The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried. Provision and strategies are put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. We celebrate achievements, sharing these with our school and wider community and we use school council and pupil responsibilities to promote pupil voice.

Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us. The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults are calm, consistent, and understand that children may communicate their feelings in different ways. Children are encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from break time to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children. We plan transitions carefully to support children to manage these changes effectively.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO is Olivia Rose email: senco@ide-hill.kent.sch.uk

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Meeting with parents of children on the SEND Register at least 3 times per year (end of Term 1, 3 and 5) to review and set SMART targets through our ILP system.

6. SEND Information Report

6.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

6.2 Identifying pupils with SEND and assessing their needs

At Ide Hill we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. We believe that the identification of need is important to ensuring we can meet the needs of each of our children with SEN but we are mindful that it is important to consider the whole of a child's development, individuality and also their aspirations and interests when we are considering support and intervention.

When considering the needs of each individual child we refer to the Broad Areas of Need, set out in the SEND Code of Practice – January 2015:

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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

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

We will regularly assess each pupil's current skills and levels of attainment, 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 and emotional development.

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

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.

6.3 Consulting and involving pupils and parents

The voice of our pupils is extremely important and we will seek pupil's participation in any proposed actions taken on their behalf. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

We will have an early discussion with the pupil's 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

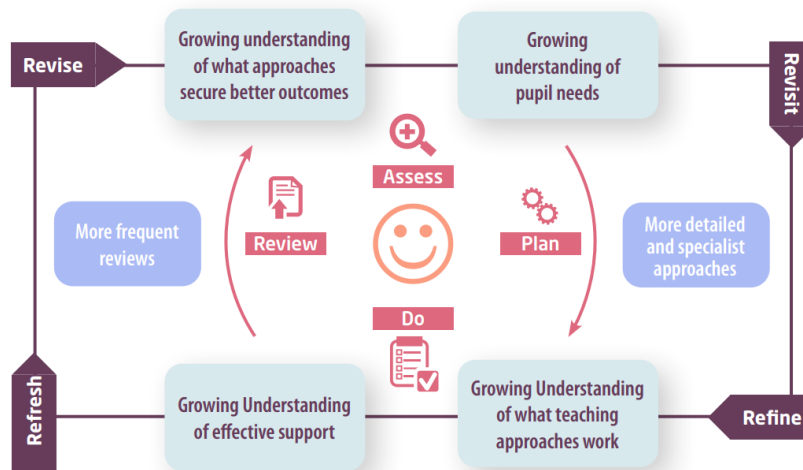
Notes of these early discussions will be documented using our usual procedures.

We will formally notify parents when it is decided that a pupil will receive SEND support.

6.4 Assessing and reviewing pupils' progress towards outcomes

All children on the SEND register will have an Individual Learning Plan (ILP) which identifies targets which are **Specific, Measurable, Achievable, Relevant, and Time-Bound, SMART.** (Appendix 1)

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



Class teachers will:

- meet with the parents at least three times a year, at the end of term 1, 3 and 5 to review and set targets - for younger children, or those with the highest needs, these review meetings and setting of targets may need to happen more often
- record progress notes on the ILP and set new targets at each meeting - targets will address the needs of the pupil
- include and reference the advice of wider professionals who are involved with the child
- involve pupils in this process by identifying a target of their own to be included in the ILP
- keep an electronic copy of the ILP in the child's file on the shared drive
- ensure parents have a copy of the ILP, including the review comments
- include details of the adapted and enhanced daily provision for the child

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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.

A SEND Chronology Sheet (Appendix 2) will be kept for each child which records the chronology of support for the child and will include: dates of conversations, ILP meetings, specialist referrals and involvement, reports received etc.

6.5 Supporting pupils moving between phases and preparing for adulthood

At Ide Hill Church of England Primary School, we work closely with nursery and secondary settings to support children in their transitions between schools. The Reception class teacher visits all nurseries attended by pupils moving in to the Reception class, as well as visiting the children at home or arranging a virtual meeting if this is not possible. If a child has already received additional support in a nursery setting, the SENDCO will also visit this setting and talk with staff and any specialist teachers who may have been involved.

We share information between schools to ensure that:

- children are appropriately safeguarded
- children's needs are understood and can be catered for effectively
- transition is as seamless as possible
- SEND information is passed on
- Transition meetings and extra visits are arranged when needed

6.6 Our approach to teaching pupils with SEND

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

High-quality teaching, with clear and detailed differentiation of challenge and resources, is our first step in responding to pupils who have SEND

We believe that:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

We will also provide the following interventions delivered by additional staff employed through the funding provided to the school as 'notional SEN funding':

Interventions and groups that are offered to children who have been assessed as needing further support on top of a quality first teaching approach.

Cognition and learning	Physical and sensory	Communication and interaction	Social and Emotional Mental Health
First Class and Number Precision teaching <ul style="list-style-type: none"> • Reading • Spelling Daily readers Repeated Reading Alphabet Arc Memory processing	Beam Sensory Circuits	Lego Therapy Speech link Language Link Talk Boost	Nurture Groups Friendship groups Zones of regulation

6.7 Adaptations to the curriculum and learning environment

At Ide Hill we follow the advice in the Mainstream Core Standards detailing how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

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

- Using Working Walls as a visual reminder of previous and current learning.
- 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.
- Using recommended aids, such as laptops, coloured overlays and paper, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Develop individual behavior plans
- Use cued articulation
- Use Widget symbols to aid communication
- Use visual prompts, task boards and timetables
- Ensuring a nurture nook that is easily accessible for pupils.
- Allowing children to independently access SEN friendly resources, including wobble cushions, ear defenders, sound cards etc.

6.8 Additional support for learning

As part of our budget we receive 'notional SEN funding'. This funding is used for teaching in the school and sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The

amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. When this is the case, we will apply for additional High Needs Funding.

We have a number teaching assistants who are trained to deliver interventions which are listed above.

Teaching assistants will support pupils on a 1:1 basis when required.

Teaching assistants will support pupils in small groups when required.

6.9 Expertise and training of staff

Our SENDCO has worked at our school as a teacher for 7 years.

They are allocated 2 days a week to manage SEN provision.

All teachers and teaching assistants will be appropriately trained to deliver support or interventions to pupils. Where a training need is identified beyond this, we will find a provider who is able to deliver it.

Staff at Ide Hill Church of England Primary School recognise the links between positive well-being, growth mindset and success in learning. Over the years we have put in place strategies to support pupil well-being, nurturing the whole child. This year we are continuing this journey by participating in "Nuture UK" training for schools, which will support us to:

- assesses the social, emotional and mental development of pupils
- develop a precise picture of a pupil's strengths and any difficulties which could affect their learning
- Use the Boxall Profile® to implement type of support that each pupil needs - practical strategies and techniques that can be achieved in the classroom or in smaller nurture group situations.

We are proud to be a nurturing school and, with this training, we intend to embed the Nuture UK principles in line with our school vision and values to ensure we support every child, family and staff member who needs it.

6.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the County Council.

6.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term through our ILP process
- Reviewing the impact of interventions at regular intervals
- Seeking the views of parents and pupils – School Council Pupil Questionnaire and Parent Questionnaire
- Pupils Progress Meetings
- Monitoring by the SENDCO
- Learning walks
- SDP Priorities

- Parent Consultation Meetings twice a year
- School tracking systems
- Subject monitoring systems
- SIAMS and Ofsted Inspections
- Holding annual reviews for pupils with EHC plans
- Annual Progress Reports
- Deep Dives
- Visits from Governors in learning pairs

6.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All clubs, trips and activities offered to pupils at Ide Hill are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6.13 Support for improving emotional and social development

At Ide Hill Church of England Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day. We are a small and supportive school where children are known and understood by the school staff.

Pupils who have Social and Emotional needs will be identified and supported to meet their needs appropriately, e.g nurture group, therapy, daily chats with staff, pastoral mentor. As a small and nurturing school we are able to have an individualised approach to pastoral care and provide specialist support to those who need it. All pupils will be given opportunities throughout the day to share their concerns or discuss their wellbeing with a range of adults. Pupils will also be taught wellbeing / mindfulness approaches.

6.14 Working with other agencies

At Ide Hill we will seek advice and support from outside agencies for particular pupils and also for staff development and training:

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to seek advice from Communication and Assistive Technology Team, etc
- Access to SEN support via the Sevenoaks Partnership of Schools e.g. for Fegans counselling for identified children.
- Spurgeons Parental Support and self-referral www.spurgeons.org
- Nurture UK

6.15 Complaints about SEND provision

The normal arrangements for the treatment of complaints at Ide Hill are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their class teacher and Key Stage Leader to resolve the issue before making the complaint formal to the Headteacher via stage 1 of the complaints procedure.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school

6.16 Contact details of support services for parents of pupils with SEN

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

6.17 Contact details for raising concerns

See Complaints Policy.

6.18 The local authority local offer

Kent's local authority offer can be found through the following link:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

If parents do not have access to the internet please contact the school for support to access this resource.

7. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, Staff and Governing Body annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Behaviour and Exclusions Policy
- Anti-Bullying Policy
- Complaints Policy
- Equality Scheme
- Child Protection Policy
- Online Safety Policy
- Supporting Children with Medical Conditions
- PSHCE Policy
- Teaching and Learning Policy
- Nurture Policy
- Wellbeing Policy
- Home School Partnership
- Attendance Policy