# Special educational needs and disabilities (SEND) policy

## Turnfurlong Infant School

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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

# 2. Vision and values

**At Turnfurlong Infant School we aim:**

- To provide a 'whole pupil, whole school' approach to the management and support for Special Educational Needs
- To identify, at the earliest possible opportunity, barriers to learning and participation
- To make reasonable adjustments in order to overcome any barriers; ensuring full access to the curriculum for all children
- To provide quality first teaching for all pupils, including differentiation, strategies to support individuals and groups of pupils, and on-going assessment
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively to the best of their abilities
- To work in partnership with parents and carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training, advice and resources to support quality teaching and learning for all pupils

**We will do this by:**

- Ensuring that all pupils have access to an appropriately differentiated curriculum
- Making early identification of special educational needs
- Identifying and removing potential barriers to learning; ensuring that necessary and appropriate provision is made for children identified as having special educational needs
- Promoting continuity of care by using a graduated 'Assess, Plan, Do, Review' approach as recommended by the 2015 SEND Code of Practice
- Ensuring that the child and their family are kept at the center of any identification and assessment process
- Recognising, valuing and celebrating children's personal achievements
- Working in partnership with parents/carers in developing and implementing a joint learning approach at home and in school; making sure that parents/carers are kept informed of their child's progress

- Keeping clear, up to date records of all necessary aspects of the child's special educational needs provision and progress
- Ensuring consistent implementation of the school's SEND policy by all staff
- Using the SEND Code of Practice and the Buckinghamshire Guidelines for SEND to inform and guide us

# 3. Legislation and guidance

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

# 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

# 5. Definitions

## 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED | |
|---|---|
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.<br><br>Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:<br><br>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia<br>• Moderate learning difficulties<br>• Severe learning difficulties<br>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:<br><br>• Mental health difficulties such as anxiety, depression or an eating disorder<br>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder<br>• Suffered adverse childhood experiences<br><br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |

| AREA OF NEED | |
|---|---|
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.<br>Pupils may have:<br>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment<br>• A physical impairment<br>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

# 6. Roles and responsibilities

## 6.1 The SENDCO

The SENDCO at our school is Sarah Gerhardt. She can be contacted via the school office office@turnfurlong-inf.bucks.sch.uk

She will:

- Work with class teachers to inform any parents that their child may have SEN and then liaise with parents about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially Buckinghamshire Council, the local authority (LA), and its support services, and work with external agencies to make sure that appropriate provision is provided
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Make sure that the school provides termly updates for parents/carers on their child's SEN paperwork
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND link governor

The SEND link governor is Ismail Hanif

The SEND governor will:

- Help to raise awareness of SEND issues at governing board 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

## 6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given termly updates on their child's SEN paperwork

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Teachers are continually monitoring and assessing children's development, learning and progress through ongoing teaching and assessment every day. The progress of every child is also more formally monitored through half-termly pupil progress meetings within each year group. If teachers observe that a child (as recommended by the 2015 Code of Practice), is making less than expected progress given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- 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 between the child and their peers

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

**Assess**
If a child has been identified as having special educational needs, then the class teacher, in conjunction with the parent, pupil (if appropriate) and SENDCo will use discussions, assessments and observations to understand the pupil's strengths, areas of need and information such as specific ways of learning or previous support. This information will be recorded on an APDR plan or SEN Support Plan and a review date will be set.

**Plan**
Once the information above has been gathered, the class teacher, in consultation with the parent, pupil (if appropriate) and SENDCo, will agree the desired outcomes, adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. These will be SMART (Specific Measurable, Achievable, Realistic and Timely) targets that we will be working towards.

**Do**
The class teacher remains responsible for the child's provision on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they still retain responsibility for the pupil.
The SENDCo is responsible for supporting the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review**
The effectiveness of the support and interventions and their impact on the pupil's progress must be reviewed in line with the agreed date.
The impact and quality of the support and interventions must be evaluated and recorded on the SEN Support Plan, along with the views of the pupil and their parents. This information will feed back into the analysis of the pupil's needs; enabling the class teacher, with support of the SENDCo where necessary, to revise the support in light of the pupil's progress and development, deciding on any changes to the support or outcomes in consultation with the parent and pupil.

Parents will be given clear information about the impact of the support and intervention provided. They will be invited to review progress against the agreed outcomes and contribute to planning next steps on a termly basis.

## 8.4 Levels of support

**School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

**Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant).

An EHC Plan may be requested when:

- A child with special needs is also 'Looked After' by the local authority and is therefore additionally vulnerable
- A child has a disability which is complex or lifelong and means that they are likely to always need a high level of additional support in order to access the curriculum and to learn effectively
- The child's achievements are so far below their peers that he/she may at some point benefit from special school provision

It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for an Education Health and Care plan (EHCP).

If the application for an Education Health and Care plan is successful, a member of the Local Authority (LA) Educational Psychology Team will call a meeting for parents and the school together. This can sometimes also include any health or social care professionals who are involved with the family. The meeting will record the child's strengths and their aspirations as well as the barriers they face. Following the meeting, the Education, Health and Care Co-Ordinator (EHCCo) for the Local Authority will produce the EHC Plan which will record the decisions made at the meeting. This will initially be sent in draft form for both parents and school staff to make amendments if necessary, and to confirm that they agree with the plan. All parties will have 15 days to respond. Following the agreement, a final plan will be produced.

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENDco
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

# 9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

# 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

# 11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

# 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

# 13. Admission and accessibility arrangements

## 13.1 Admission arrangements

Admissions to Turnfurlong Infant School are managed by the Buckinghamshire Council Admissions team. Children with EHCPs are allocated places by the admissions team before other children's places are allocated.

If a child has an Education Health and Care Plan (EHCP) at the point of application the parent or carer can state which school they would like their child to go to. They can do this when a new EHCP is in draft form or at the time that the EHCP is reviewed. Buckinghamshire Council must then approach the school that has been named to ask them if they can meet the child's needs.

Turnfurlong Infant School will be named on the EHCP unless:

- the school is unsuitable for the age, ability, aptitude or special educational needs of the child or young person
- the attendance of the child or young person would be incompatible with the efficient education of others – and there are no reasonable steps the council can take to avoid this – or the efficient use of council resources (paragraph 9.79, SEND Code of Practice: 0 to 25 years)

If a child with an EHCP is moving into the area during the year, parents should contact the iSEND service.

Further information about the application process for children with EHCPs can be found on the Buckinghamshire Council website https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-options-children-and-young-people-send/

### 13.2 Accessibility arrangements

At Turnfurlong Infant School we work closely with other professionals to make sure that we are supporting pupils with disabilities effectively. This is often very individualised support and the focus is always on inclusion and developing independence in the classroom and during daily routines. When children need highly focused, specialist support this is explained to the other children in their class in a child friendly way, usually by the specialists who are supporting them.

Specialist equipment for individual pupils with disabilities is provided through specialist teams in the Local Authority or through the NHS.

There may also need to adaptations to the child's classroom or the building in order for a child to be supported as effectively as possible. Recent examples of adaptations we have made to the physical school environment include changes to toilet facilities and the addition of a ramp in the Nursery outdoor area.

## 14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDco. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy Statutory Policies - Turnfurlong Infant School

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see: https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/what-to-do-if-youre-not-happy/raising-a-formal-complaint-and-mediation/

You can request mediation by contacting the First-tier Tribunal (SEND), you first need to contact an independent mediation adviser and get a certificate to show you spoke with them. You can use an independent, unbiased mediation service by calling Global Mediation on 0800 064 4488.
This service is free of charge. After speaking with a mediation advisor, you can decide if you would like to go to a mediation meeting.

## 15. Monitoring and evaluation arrangements

### 15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### 15.2 Monitoring the policy

This policy will be reviewed by the Headteacher and the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy