

Godstone Primary and Nursery School



Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and Objectives

1.1 Aims

At Godstone Primary and Nursery School, all children, regardless of their particular needs, are provided with inclusive, high quality teaching which will enable them to make the best possible progress academically. We strive to ensure that all children feel that they are a valued member of the wider school community. Our aims are:

- That all children experience High Quality Teaching.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will give children with SEND the support they need to ensure their full inclusion.
- Ambitious, educational and wider outcomes will be set for the children, in collaboration, with parents, carers, external professionals and the child.
- All children will become confident individuals who will be able to make a successful transition into the next phase of their educational journey and into adulthood.
- To create an environment that meets the special educational needs of each child.
- To work collaboratively with the parents and carers of learners with SEND, so that they are able to play a key part in supporting their child's education.
- The children have an active role in the process of identifying and reviewing the support that they can access.

1.2 Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing provision for children with SEND. This process will include children and their parents/carers at the centre of this process.

To develop effective whole school provision management of universal, targeted and specialist support for children with SEND.

To deliver a programme of training and support for all staff working with children with SEND. Develop appropriate support for children with SEND within the guidance set out in the SEND Code of Practice, 2015.

To develop closer links with parents and carers to ensure effective communication and co-production of policies and practice relating to children with SEND.

2. Purpose

Godstone Primary and Nursery School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. Our school vision, 'Inspirational learning for life', embraces inclusive education. We provide a broad and balanced curriculum for all children and respond vigorously to children's diverse learning needs. We believe in equality of opportunity, and aim to create a supportive yet challenging environment that values difference, recognises achievements of every kind and hold the highest possible academic aspirations for all children.

3. Legislation and Guidance

This 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 children 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 (SENCOs) 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 children 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 Handbook](#), which sets out governors' responsibilities for children with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all children 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. Key Roles and Responsibilities

4.1 The SENCO will:

- Where SEND needs are suspected, inform parents that their child may have SEN and then liaise with them about what provisions will be made to support their child.
- Work with the 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 children 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 children with SEN receive appropriate support and high-quality teaching.
- Implement the graduated approach for all children with SEN and support staff with differentiated teaching methods appropriate for individual children.
- Allocate the school's delegated budget and other resources to meet each child's needs effectively.
- Be a point of contact for external agencies, the local authority (LA) and its support services. Work with external agencies to ensure that appropriate provision is provided.
- Lead transition meetings at end of key stage meetings to ensure that the child and their parents are aware of their options. Facilitate a smooth transition period.
- When a child moves to a different school or institution, make sure that all relevant information about a child, their SEN needs and the provision that they receive is 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 children with SEND up to date and accurate
- Identify staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- 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.

4.2 The governing body

The governing body 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.
- Evaluate the provision that every child with SEN needs receives.
- Make sure that there are equal opportunities for children with SEND to access activities when compared with children who do not have SEND.
- Ensure that information on the school website about how the school is implementing its SEND policy, in a SEN information report is published.
- Ensure that 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 are published.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

4.3 The SEND link governor

The SEND link governor is Clare Thurman. 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 body on this.
- Work with the headteacher/SENCO to determine the strategic development of the SEND policy and provision in the school.

4.4 The headteacher

The headteacher will:

- Work with the SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with 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 children 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 children.
- Have an overview of the needs of the current cohort of children on the SEND register.
- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review.
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- 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.

4.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet a child's needs through a graduated approach.
- The progress and development of every child 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.
- Work with the SENCO to review each child's progress and development, and decide on any changes to provision.
- Communicate with parents 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 child and the school
 - Listen to the parents' concerns and agree their aspirations for the child

4.6 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Be provided with a termly Individual Provision Map (IPM) for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child.
- Given an annual report on their child's progress.

The school will take into account the views of the parent or carer in any decisions made about the child.

4.7 The child

The children 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 child:

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

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

5. Definition of SEND

At Godstone Primary and Nursery School we use the definition for SEN and for Disability from the SEND Code of Practice (January 2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may 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.**’

As a school we are clear that a child with a physical disability may not have SEN but may require support and provision to ensure their full access to the curriculum and ability to reach their full potential.

6. Identification of Needs

At Godstone Primary and Nursery School we recognise the four ‘broad areas of need’ outlined in the SEND Code of Practice:

6.1 Communication and Interaction – Speech Language and Communication Needs (SLCN)

Children and young people with 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 issues with language, communication and imagination, which can impact on how they relate to others.

6.2 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 issues with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning needs 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.

6.3 Social, emotional and mental health

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/isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health needs 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.

6.4 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 needs 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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing needs. 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.

At Godstone Primary and Nursery School we will identify the needs (some of which are outlined above) of each child by considering the whole child, which always go beyond their special educational needs. These will be considered in all aspects of school life, notably: the curriculum, communication, social and emotional well-being, extra-curricular activities and identifying and celebrating strengths. Through considering the 'whole child' we aim to set out arrangements that address each child's individual needs and strengths and ensure their full inclusion in the school community.

7. A Graduated Approach to SEND Support

At Godstone Primary and Nursery School we have held a long-term belief that all our teachers are teachers of SEND. High Quality Teaching and inclusion is something that all children should experience, regardless of their position on the SEND register. Class teachers ensure that planning is targeted to incorporate the strengths and interests of children at a level that supports progress. Teachers will use a variety of strategies to ensure that all lessons are accessible to our SEND children. This will involve differentiated questioning and tasks, the use of resources to support independent work and understanding, ensuring planning considers how the curriculum is organised and delivered to engage interest and incorporate different learning styles and behaviours. It will also involve behaviour management and reward systems, close assessment and tracking to quickly identify where a child is struggling or excelling in order that teachers can quickly respond and the use of the adults in the room to support progress and independence.

We define High Quality Teaching as:

High quality, inclusive teaching for all children in a class.

This includes, but is not limited to: high expectations for all, careful planning that takes into account the range of needs within the class, high quality behaviour for learning strategies in place, that the environment is a 'safe space' for all learners with positive relationships between adults and children and peer to peer, resources are used to support communication and reduce barriers to learning, whole class strategies that benefit all learners, where high quality targeted questioning is used to engage all learners, that specific modelling and scaffolding techniques are used, where the independence of the children is maximised, where all adults have a clear role, where a range of strategies are used to support outcomes, where outcomes are clear and specific praise is used and where adults understand the needs of the learner.

Our class teachers work closely with our support staff (teaching assistants – TA's and Special Needs Assistants – SNA's) to communicate key information about a child's progress. Our teachers meet with support staff regularly to discuss each child's progress, building on what is working well and reflecting on areas that might need further support or a fresh approach. Children access a range of interventions.

The school utilises a range of assessment methods to monitor the progress and outcomes for all children. Assessments take place for all children each term. The results of these are monitored carefully by class

teachers and the Senior Leadership Team. The results are inputted on to Insight (assessment platform) and are discussed at termly children's progress meetings. All interventions are 'tracked' using monitoring forms that set clear targets and are reviewed at regular intervals to ensure the interventions are working and that new targets are set when necessary. These targets are detailed on a child's Individual Provision Map and are shared with parents/carers on a termly basis.

Teaching and learning is closely monitored at Godstone Primary and Nursery School. Senior Leaders conduct regular learning walks and feedback to teachers on the support that all children are experiencing. The SENCo carries out additional monitoring to ensure that all learners are experiencing quality teaching, inclusive practices and high expectations.

At Godstone Primary and Nursery School we are always looking for opportunities to enhance the knowledge and experience of all our staff. We regularly invest in further training to ensure all staff feel well equipped with the understanding and strategies to identify and support a range of needs that a child with SEND might experience. With this our staff can take a positive approach to supporting high expectations for every child.

8. Determining Special Educational Provision

All staff are vigilant in identifying barriers that may be affecting a child's progress. These factors could be rooted in behavioral, social, emotional or academic concerns. Assessment is tracked thoroughly, which means that a child who is not making the expected progress is quickly identified. These findings will be shared with all stakeholders to consider all the information gathered so far. This will take into account the child's age and starting points, national expectations of progress and any other factors that may be affecting the child.

The evidence will include:

- Accurate formative assessments – including Surrey documentation such as the SEND Profile of Need documentation
- Internal staff moderation of progress
- Provision management outcomes
- Any specific assessments (e.g. reading)
- Observations

Utilising specialist professionals and agencies such as Educational Psychologists, the Specialist Teaching team, Speech and Language Therapists, Race Equality and Minority Achievement (REMA) service, Occupational Therapy etc is key in identifying next steps for SEND learners. Parents and Carers play a key role in identifying when referrals to outside agencies are appropriate and work closely with these agencies to ensure we can achieve the best results from their input.

8.1 How is the decision made to place children on the register?

At Godstone Primary and Nursery School we follow the 'Assess, Plan, Do, Review' model laid out in the SEND Code of Practice. We liaise with parents and outside agencies, where necessary to carefully assess areas of need and rule out any potential barriers.

Many children on our SEND register are known as 'SEND Support' and we assess and plan carefully to ensure that each child receives the right amount and type of support for them to ensure that they experience accelerated progress and increased confidence and skills.

Some children require more specialised support and will have an Educational Health Care Plan (EHCP).

8.2 Assess:

The SEND Code of Practice states:

“In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the child’s needs”

Godstone Primary and Nursery School ensures that children are regularly assessed so that each child’s progress and development is carefully tracked compared also to their peers and national expectations. Staff listen to the views and experience of parents/carers and their child. In some cases, the school will draw on the assessments and guidance from other education professionals and from health and social services where appropriate.

8.3 Plan:

The SEND Code of Practice states:

“Where it is decided to provide a child with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review”

Where SEN Support is required the teacher and SENCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with her/him using child friendly language. All staff who work with the child will be made aware of the plan. Parents/carers will be asked to share in the monitoring of progress through any home learning.

8.4 Do:

The SEND Code of Practice States:

“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or on-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the child. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support”

The class teacher is responsible for working with the child on a daily basis. She/he will also liaise closely with TA’s or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

8.5 Review:

The SEND Code of Practice says:

“The effectiveness of the support and interventions and their impact on the child’s progress should be reviewed in line with the agreed date”.

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCo, parent/carer and the child. This will inform the planning of next steps for a further period or where successful, the removal of the child from SEN Support.

For children with an EHCP, the school, along with the Local Authority must review the plan at least annually.

9. SEND Provision

9.1 What does Additional Support mean?

Provision for SEND children is individualised so that they can access a bespoke model of support that is suited to their needs.. These needs many change at different stages of a child's life.

SEND Support can take many forms including:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or to play with them at break time
- Developing resources that support your child to access the curriculum and work independently
- Developing individual reward systems that encourage positive social and learning behaviours and motivate the child.
- Supporting your child with physical or personal care support, such as eating, getting around school safely, toileting or dressing

9.2 Managing the needs of children on the SEND register

All of our children on the SEND Register are treated as individuals. The SENCo, class teachers and support staff plan carefully to support the needs of your child and to monitor and plan for any adaptations where necessary. Teaching Assistants work carefully with the class teacher and SENCo to keep them informed of the work being carried out with them and to seek advice where necessary.

10. Accessing Further Support

The school will collate the following evidence when an access for further support is required:

- A completed 'SEND Support Arrangements Document' for the child to include a 'One Page Profile'
- Completed costed provision maps
- Evidence of outside agency support and agreed actions
- Evidence from Person Centred Review meetings
- Completed SEND Profile of Need document
- Considerations taken from Surrey's 'Graduated Response' Document

Parents/carers are always consulted before any referral for additional support is made. Any recommendations from professionals are recorded on the child's provision map and provision is planned to ensure the child is supported in school to achieve the targets set.

The SENCo is responsible for keeping the SEND Register up-to-date and reviews the register each term. If it is determined that a child is removed from the SEND register, then this is done in consultation with all stakeholders. A thorough analysis of progress and levels of independence, confidence etc. is considered. Parents/carers will be invited to attend a meeting before any action is taken to remove them from the register.

11. Supporting Parents/Carers and Young People

The school welcomes parents/carers and children to contact them if they have any questions or concerns around a number of issues.

There are several ways to access information such as:

- The SEND Information Report - available on our website via this link www.godstone.surrey.sch.uk . Alternatively a hard copy can be requested from the school office.
- Surrey's 'Local Offer' is a valuable tool to locate advice and services in our local area to support families and young people. This can be accessed online via [Surrey Local Offer](#).

Godstone Primary and Nursery School adheres to Surrey County Council's guidance for admission arrangements. There are not different admission arrangements for children with SEND who do not have EHCPs. Children applying with EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEND Code of Practice, gaining priority admission if the school is able to provide for their needs. A copy of the admission arrangements is accessible via:

<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions>

Access arrangements are carefully planned during assessments and any statutory tests. Staff ensure that alternative access arrangements are shared with children and parents/carers to prepare adequately for the assessments.

Transitions happen regularly and are managed carefully to ensure all children are supported throughout the school day. As children move between classes and key stages, the SENCo and class teachers meet to discuss progress, barriers to learning, strengths, inclusive strategies that work well and any 'next steps' to support continued progress. When children make the transition from our school to their secondary school, a number of transition meetings takes place to ensure a smooth transition for the child.

11.1 Supporting Children at School with Medical Conditions

Godstone Primary and Nursery School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Children are provided with individual healthcare plans, access to spaces such as changing and toilet facilities. We ensure that staff are fully trained to manage particular conditions and that this is reviewed on a regular basis. For more information, please view our Children's Care Policy and Medical Policy which sets this out in more detail. This can be viewed via our website or a hard copy is available in our school office.

In relation to children with medical conditions, Godstone Primary and Nursery School will comply with our duties under the Equality Act 2010.

12. Monitoring and Evaluation of SEND

Monitoring and evaluating our school's approach to SEND to ensure that we are offering the best model of inclusion is utilised in several ways. These include:

- The SEND Governor monitors SEND provision and ensures he is up-to-date with key policies and best practices. SEND is a point of discussion in governor committees and full Governing Body meetings.
- The Governors, Headteacher/SENCo monitors and reviews SEND funding to ensure that it is effective in meeting the needs of our children.
- The School Improvement Plan identifies key areas that improves the SEND provision and inclusion across the school.
- There are annual questionnaires and surveys to gain the views parents/carers and children.
- The SENCo attends SENCo Network meetings on a regular basis where guidance and moderation is offered.

13. Training and Development

At Godstone Primary and Nursery School we consider carefully the development of our staff to ensure we are offering the best inclusive practices. This will include:

- Identifying the training needs of staff through monitoring and line management/appraisal meetings.
- INSET training for staff delivered by the SENCo, Surrey Specialist Teachers, EP's, Health professionals and consultants.
- Induction is led by the SENCo for new staff in school relating to SEND Policy and Practice and ensuring that we are meeting the needs of the children they are working with.
- The SENCo ensures that he also considers his own professional development by attending SENCo network meetings, courses that are significant to her own development and the needs of the school and conferences in relation to SEND.

14. Storing and Managing Information

Godstone Primary and Nursery School takes the issue of how information is stored and managed very seriously.

All SEND files are kept in individual children's folders which are stored and locked away only the SENCo and Head Teacher have access to this. Key elements of reports are copied and passed on to class teachers and filed in the SEND file within the classroom. Reports of a more sensitive nature would not be kept in classrooms.

15. Access to the policy

A copy of the policy can be obtained in a number of ways:

- Via the School Website - www.godstone.surrey.sch.uk
- Request a hard copy at the school office

16. Reviewing the SEND Policy

This policy will be reviewed by Mr Nick Usher (Headteacher and SENCO) annually before being sent to the governing body for approval. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

17. Comments, compliments and complaints

We welcome and encourage good communication links with parents/carers and children as this leads to a good working relationship where all parties feel involved and valued.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. 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.

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 child themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

18. Links with other policies and documents

This policy links to the following documents:

- SEN Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Children's Care Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy