



Buckingham Primary Academy
BELIEVE PERSEVERE ACHIEVE



SEND Policy and Information Report

Updated: September 2022
Review Date: September 2023

Contents

1. Aims	
2. Legislation and guidance	
3. Definitions	
4. Roles and responsibilities	
5. SEN information report	
6. COVID -19 arrangements	
7. Monitoring arrangements	
8. Links with other policies and documents	

1. Aims

Throughout this document the word ‘parent/parents’ should be taken to include carers and other family members with a significant caring responsibility for a pupil.

The staff and the Academy Improvement Committee (AIC) of Buckingham Primary Academy are committed to providing an appropriate, inclusive and high quality education to all our children. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of academy life.

Our expectation is that all our pupils, regardless of ability or starting point, will achieve to their full potential developing the resilience and confidence to meet the challenges of life both now and in their futures. We aim to foster a sense of community and belonging and create a happy and safe environment where our pupils believe they can do it!

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 children, for whom maturity is a crucial factor in terms of readiness to learn. However, we also believe in both early identification of need and early intervention. We understand that many pupils, at some time in their academy career, may experience difficulties which affect their learning and these may be long or short term needs. We work hard to make sure that individual challenges are being addressed and monitored so that every child makes progress, academically, socially and emotionally.

Our SEN policy and information report aims to ensure:

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence
- All children with SEND can learn and make progress, however small those steps may be, and will have their progress reviewed regularly
- All teachers are teachers of SEND
- All children with SEND are valued as full members of the school community
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, parents and school.

Buckingham Academy considers all teachers to be teachers of children with SEND. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those children who have special educational needs, which will allow them to be fully included in all activities of the school alongside their peers.

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 coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for 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 the majority of 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. ² 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.

4. Roles and responsibilities

4.1 The SENCO

Mrs. Joanne Lyon is the SENCO and Assistant Vice Principal at Buckingham Primary Academy and can be contacted on 01482 328661 or at jo.lyon@buckingham.hull.sch.uk

They will:

- Work with the Principal 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board 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 children with SEND up to date

4.2 The Principal

The Principal will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.3 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 SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

5. SEN information report

This report is designed to answer some of the most frequently asked questions about the academy's policies and provision for children with Special Educational Needs and Disabilities.

5.1 What kind of Special Education Needs and/or disabilities does Buckingham Primary Academy cater for?

At Buckingham Primary Academy we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating way, which values each child and encourages them to achieve their full potential; however, some children have additional needs that may mean they need extra help/support with parts of their education. All staff have a clear understanding of the four broad areas of need and how to adapt their teaching to support these needs.

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: specific learning difficulties, 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, Diabetes.
- Moderate/severe/profound and multiple learning difficulties

5.2 What are the academy's policies with regard to the identification and assessment of children with SEND?

All of our teachers teach children with SEND and all staff, including support staff, recognise the importance of identifying SEND early and making effective provision quickly. Most of our children with SEND have their needs met as part of high quality teaching. (Quality First Teaching). This may include teachers differentiating learning, or providing additional support, to enable all children to have access to the curriculum. In some cases, interventions and/or personalised learning plans may be put in place.

Children may be identified as having SEND and their needs assessed through a variety of ways, including the following:

- Child performing below age expected levels or not matching previous rate of progress
- Concerns raised by teacher – academically, socially or emotionally
- Concerns raised by parent

- Pupil voice – pupil raising concerns about themselves
- Liaison with external agencies e.g. Educational Psychology Service, school nurse, adoption agency
- Health diagnosis through a paediatrician
- Information passed on from a previous school or setting, if applicable

This may include progress in areas other than attainment, for example, social needs

Slow progress and low attainment will not automatically mean a child 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 child 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.

5.3 Consulting and involving pupils and parents

At Buckingham Primary academy, we want parents to be confident in our commitment to all our children and believe that working in partnership with parents is key. We will have an early discussion with the pupil and their 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 added to the pupil's record and given to their parents.

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

Arrangements for consultation with parents include:

- Parent consultations with the class teacher
- Parent meetings with the class teacher, SENCO and child to review progress and set new targets at least once a term, for children who have a SP or EHCP
- Parents are invited to attend meetings with external agencies regarding their child
- SENCO is available to meet with parents to discuss their child

- Our well being workers are available to meet with parents to discuss emotional concerns. They support parents working with Early help or White house outreach.
- Our Specialist Speech and language-teaching assistant is available to meet with parents who have concerns regarding speech and communication. She supports parents during assessments carries out by speech and language therapist.
- The SENCO may also signpost parents of children with SEND to the local authority Parent Partnership service (SENDIASS – Tel: on [01482 467540](tel:01482467540)) when impartial advice, guidance and support may be required

-

- **5.4 What are the arrangements for assessing and reviewing pupils' progress towards outcomes?**

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

The class teacher will work with the SENCO 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 and 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. This will take the form of an individual Pupil Support plan. The class teacher will work with members of the Inclusion team or with external agencies, if appropriate, to assess and plan appropriate objectives, which will meet the individual needs of the children and help towards overall outcomes.

The support provided will vary depending on the needs of the individual. It may be appropriate to provide tools and resources to enable the child to continue to receive quality first teaching in the classroom. The support may also require the child to have time limited interventions carried out by a member of our experienced support staff.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Progress is monitored and reviewed at Pupil Progress meetings termly with the Principal and class teacher. SEN review meetings are held twice per year to review any children with SEND needs. This involves the class teacher and SENCO and parents/carers are invited in to discuss their child's progress too. During

these meetings the effectiveness of the support is discussed, and new outcomes are decided.

5.5 What are Buckingham's arrangements for SEND children when transferring between phases and/or to the next stage of education?

To ensure transition is smooth and as unsettling as possible for all children concerned, every transition at Buckingham is planned carefully. All children have the opportunity to meet their new teacher and any adults they will be working with, in their new classroom, during a transition morning.

Early Years Foundation Stage

All children entering Nursery have stay and play sessions where they spend time in the new setting. Due to current restrictions, some children entering Nursery will not have the opportunity to access these sessions. A telephone discussion will be held with parent/carer to gather information. Children with special educational needs may have a transition meeting where members of the Hull City council Early years team, previous setting and teachers and SENCO in our setting meet to discuss provision and support for individuals.

On entering Foundation stage 2, all children have time in their new classroom, so they are familiar with staff and the new space. Some children require additional visits. They may be provided with a transition booklet with photos of their new teacher and classroom along with social stories.

The Foundation Stage Leader organises and plans for the transition to Year 1 to ensure every child is prepared to access the National Curriculum.

KS1-KS2

Transition meetings are held for specific children who are likely to find transition difficult. This will include parents, SENCO, class teachers and any outside agency, where relevant.

Mid-year admissions from Foundation 1 to Year 6 begin with parents and children being invited into the academy to meet staff and familiarise themselves with the setting, at this point a welcome pack is given. Academy staff will then contact the previous setting to obtain all pupil records. For children with SEND, the SENCO will contact previous setting by telephone and may visit to receive additional information about how best to meet the needs of the child. On the child's first day they are given a buddy from within the class.

Year 6 – Secondary School Transfer

All children who transition to Secondary school receive a transition package.

Children who have additional needs have an enhanced programme of transition to Secondary school. This begins as soon the new school has been identified.

This involves

- additional bespoke sessions on a 1:1 basis or in small groups.
- Children who have communication difficulties, or have a physical disability are supported by specialist teachers who will accompany them on visits and discuss individual needs with new staff.
- Meetings with the SENCO, parents and outside agencies to hand over transition information and share information
- Specific support and intervention focusing on independence and confidence

5.6 What is the approach to teaching children with SEND at Buckingham?

Buckingham Primary Academy adopts a whole school approach to SEND. All staff work together to ensure the inclusion of all our children. We pride ourselves on our collaborative and inclusive approach to teaching and learning. We believe in proactive intervention: removing barriers to learning, raising expectations and accelerating levels of achievement. This includes the provision of learning interventions developed on an individual needs basis and outside agencies to ensure that all children have a positive focusing on achievable outcomes. We carefully monitor progress and work in partnership with parents to support their learning experience at Buckingham and achieve their full potential.

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

- For all children 'quality first teaching', including pre and post teaching, is the initial and most powerful provision. Teachers at Buckingham adapt and vary their teaching to suit the different learning styles and needs in the classroom through a differentiated curriculum.
- Planned individual and group additional support or intervention sessions provide extra provision to those children who may need a more specific and targeted approach. Provision maps are used to record these interventions ensuring that all the targets are monitored and reviewed. This enables us to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child's learning and progress. (See Graduated Response section 2a)
- Personalised provision, through adaptation of learning, resources and materials. When planning we take into account the child and parents' wishes and the needs of the individual. We encourage parental involvement in the planning and review of Personalised Learning Plans.

- Every effort is made to educate children with SEND alongside their peers.

5.7 Adaptations to the curriculum and learning environment

We are committed to meeting the needs of all children including those with SEND. We have a duty not to directly or indirectly discriminate against children with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and outside agencies to determine what children with SEND might need before they start with us and what adjustments we might need to make.

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

- 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, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Providing specialist equipment, such as specialist pens/ pencils, pencil grips, captain's chairs, leg supports, disabled toilet facilities, writing slopes, I pad, apps, computer programmes, vocabulary mats, visual cues, individual spelling lists, workstation.
- Our environment is accessible, and every classroom is inclusive and supports a wide range of needs:
- Adapted visuals, working walls and scaffolds to support children's learning, colour coded to support children with specific difficulties
- Access to support aids on desks
- A visual timetable in each classroom
- Recommendations from outside agencies regarding the learning environment are implemented- individual timetables, workstation
- Children may be positioned strategically in the classroom to take into account a visual or hearing impairment
- Disabled toilet and changing facilities.
- Any recommendations from outside agencies regarding the learning environment are implemented (for example amended visual support materials for autistic learners)
- There are disabled parking bays in the car park .

5.8 What additional support for learning is available?

Additional support is organised into three categories, which is in line with the Graduated Response.

- **Universal:** describes quality inclusive teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- **Targeted GR cycle 1:** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs and will usually be delivered by the class teacher or teaching assistant in small groups.
- **Specialist: GR Cycle 2 and 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention, small group or 1:1 support to accelerate progress or enable children to achieve their potential. This may include specialist interventions or input from outside agencies.

Cognition and Learning	Communication and Interaction	Sensory and physical	Social, Emotional and mental health
Lexia Numicon Paired Reading Reading Plus Precision Teach Pre teach- vocabulary	Language for thinking Narrative group Time to talk Talk boost Early talk boost Visual timetables Social stories Now and next cards Lycra and stories Colourful semantics Lego Therapy TEACCH Intensive Interaction	Sensory integration programme Motor - fine and gross Write from the start Clever fingers Sensory equipments Weighted blanket Sensory Circuit	ELSA Power Art club Peer mentor(year 5/6 referral through Headstart) Jigsaw Resilience coach(year 6-referral through Headstart) Reflection room Advotalk Lego Therapy

	PECS		
--	------	--	--

We work with the following agencies to provide support for pupils with SEN:

- Northcott Outreach team (ASD)
- IPASS- Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Whitehouse Steps to Success Outreach (Behaviour)
- Speech and language therapist
- Educational Psychology Services
- Tweendykes and Ganton Outreach (SLD/ASD)
- KIDS SENDIASS
- Advotalk
- The Language Unit
- SEND Trust specialist Panel
- CAHMS for Mental Health Needs
- Early Help Family Support workers

5.9 What is the level of expertise and training of staff in relation to SEND?

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working. As part of their induction on taking up a post, all teachers meet with the SENCO who explains the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children.

In order to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This training will take account of The Academy Improvement Plan and Performance Management. The training can be provided by:

- The SENCO
- Outside agencies e.g. Specialist Advisory Service
- Hull City Council and Enquire Learning Trust training courses
- Other suitable training courses provided by reputable organisations, which specialise in SEND

The school's SENCO is an experienced teacher who has a wealth of experience built up over 29 years. To keep well informed with local and national updates the SENCO regularly

attends training opportunities, with both the Local Authority and as part of the Enquire Learning Trust SENCO Hub.

Buckingham Academy has a highly trained and talented teaching staff with a great deal of expertise. In addition, we have a highly skilled team of teaching assistants, specialist teaching assistants, a HLTA and an experienced Wellbeing Team.

5.10 How is equipment and facilities, to support children with SEND secured?

Alongside intervention programs, we use a range of resources to support children with SEND. We believe technology is an effective tool that we can use to remove barriers to learning and so it is used in a variety of ways. Specialised equipment and resources are purchased whenever an agreed need is identified.

5.11 How do we evaluate the effectiveness of SEN provision at Buckingham?

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using pupil and parent questionnaires
- Using tracking and pupil progress meetings to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 How do we enable children with SEND to be included in activities outside the classroom, including school trips?

Buckingham is an inclusive school and we believe that all children are entitled to an equal opportunity to take part in trips, clubs and out of school activities. We ensure that all needs are met through:

- All extra-curricular activities are available to children with SEND
- Specialist transport is arranged when this is deemed necessary
- All pupils are encouraged to take part in our outdoor and adventurous trips in key stage two
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability
- Planning and risk assessments for all trips and visits are undertaken, in consultation with outside agencies and parents of SEND children, where appropriate

5.13 What support is available for improving the emotional and social wellbeing of children with SEND?

We believe it is important to foster the emotional and social development for all pupils. We work hard to create a culture within our school that values all pupils, allows them to feel a sense of community and self-belief, and makes it possible to talk about problems in a non-stigmatising way.

- Pupils are well supported by:
- Our Well Being Team works with groups and individuals to support them in: ELSA, Lego Therapy, Power
- Personalised behaviour plans – to support pupils during lessons, transition times and break times.
- We will also seek external professional help when needed from. E.g. Educational Psychologists, Steps to Success, Advotalk ,CAHMS
- Support for the parents and family – this may include a referral to EHASH or support from the school nurse, Early help Family Support Workers.
- We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the academy. We have clear systems and processes so that staff can identify and respond to mental health difficulties.
- A whole school Restorative practices approach to support children with conflict resolution and allow them to have a voice when resolving a situation.
- Check in circles and feelings charts are used to monitor wellbeing and allow for early identification of children who are experiencing emotional difficulties at the start of the school day.
- We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the academy. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

5.14 Working with other agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from external agencies. We always involve parents in any decision to involve specialists.

We work with a wide range of local authority support services and voluntary organisations who play a central role in supporting the school with identifying, assessing and managing provision for children with SEND including:

- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)- KIDS
- School nurse
- IPASS for Physical disabilities, Hearing and Vision
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Pediatrician - Walker Street Children's Centre
- Headstart (support for emotional wellbeing)
- Early year's team- Hull City Council
- Northcott Outreach Team (Communication and social interaction difficulties)
- Ganton and Tweendykes Specialist Outreach Team (SLD/ASD)
- The Whitehouse Steps to Success- Behaviour Outreach worker
- . We also liaise with other agencies and seek support and advice as and when required. E.g. Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS)

5.15 What do you do at Buckingham if you have a complaint about the SEN provision for your child?

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher (in the first instance), the SENCO or the Principal. These can be done via email, through Class Dojo or direct contact made via the school office. It is policy at Buckingham Primary Academy to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education.

Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Principal or are available on our school website. Confidentiality is always observed.

For complaints, please contact the Academy Improvement Committee with responsibility for SEND. The Academy Improvement Committee can be contacted via the school office. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services in our area for parents of pupils with SEN

Communication & Interaction (Autism/ADHD) CAHMS-01482 303688

Speech and Language Therapy Service (SALT) -01482 617 922

School Nursing Team -01482 344 301

Early Help and Safeguarding Hub (EHaSH)-01482 448 879

Children's Disability Service - EHASH-01482 612 484 or 01482 612 485

Parent Partnership Service 01482 467 541

CAHMS Contact Point Tel: [01482 303 688](tel:01482303688)

CAMHS Crisis: 01482 301 701 (Option 2)

Early help family support SEND- 01482 715 155

Headstart Hull- Email: headstarthull@hullcc.gov.uk

5.17 Who can children or parents contact if they have concerns?

Joanne Lyon is the SENCO at Buckingham Academy and can be contacted on 01482 328661 or at jo.lyon@buckingham.hull.sch.uk

5.18 The local authority local offer

Parents are able to access the Local Authority local offer at the Hull City Council website.

<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

At Buckingham, we work with a number of external agencies who are available to support families of children with SEND. E.g. SENDIASS (formerly Parent Partnership). They can be contacted here:

<https://www.kids.org.uk/Pages/Site/sendias/Category/yorkshire-humber>

6. COVID-19 arrangements

This section is designed to provide guidance in light of COVID-19 and address what happens in the event of partial / full closure due to Government Guidance.

Buckingham have chosen to use Teams and Class Dojo as its virtual platform, this allows staff to interact with children and parents.

6.1 Children in Self-Isolation or with a positive COVID-19 diagnosis

If a child is in self-isolation or at home with a positive diagnosis, children will be sent work through the Teams channel, if parents do not have access to class dojo then they should contact school and alternative arrangements can be made. A device can be loaned to the child in order to access sessions through Microsoft Teams. Well being calls and bespoke 1:1 intervention will be carried out by Teams.

7. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Improvement Committee.

8. Links with other policies and documents

This policy links to our policies on:

- ☑ Accessibility plan
- ☑ Behaviour
- ☑ Equality information and objectives
- ☑ Supporting pupils with medical conditions

