



Braunstone Frith

Primary Academy

Special Educational Needs and Disabilities /Inclusion Policy



inspiration innovation integrity

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Policy Review Date:	FEB 2025	Head of School: Naomi Grant	<i>N Grant</i>
Ratified by Governing Body:			
Chair of Governors: Izzy Raid-Mackey		<i>I. Reid - N</i>	

Rationale

This policy has been updated in line with the SEND Code of Practice 2014. We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to the National Curriculum and the EYFS. We use the guidance given in the National Curriculum document to support inclusion.

Purposes

The aims of Braunstone Frith Primary Academy are based on the aims stated in the LA Policy for Special Educational Needs and guided by the SEND Code of Practice. We aim to work, with the LEA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need or disability. We adopt and administer the protocols and procedures identified in the LEA document Meeting Individual Needs (MIN).

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all pupils and the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to "promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others..." (National Curriculum)

We aim to:

- 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

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 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 (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 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 Handbook](#), which sets out governors'/trustees' 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
- This policy also complies with the schools' funding agreement and articles of association.

Admission Arrangements

Admissions will be arranged in line with the school's admissions policy. No pupil will be refused admission to school on the basis of his or her special educational need or disability. We do not discriminate against disabled children and we take all reasonable steps to provide effective educational provision in the school curriculum, on trips and in extra-curricular activities. The Assistant SENCO is involved in the admissions process to ensure that all concerns are picked up straight away.

How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated

An explanation of how your oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

Management of SEN within School

Here at Braunstone Frith Primary Academy, all staff are teachers of special educational needs and disabilities. The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. **Our school's Special Educational Needs Co-ordinator (SENCO) is Mrs Duggan. Our Governor in charge of SEND is Mrs Paull.**

All staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown towards all of our pupils. Staff responsibilities are identified in individual job descriptions.

The SENCo

In line with the recommendations in the revised Code of Practice the SENCO is responsible for:

- Working with the head of school and SEN governor to determine the strategic development of the SEND policy and provision in the school
- overseeing the day-day operation of this policy

- co-ordinating provisions for children with SEND
- Ensuring staff working with SEND children are aware of safeguarding procedures for SEND children and that they are alert to changes in behaviour, mood and/or relationships with parents/carers if they are unable to verbally disclose.
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- liaising with parents of children with SEND
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- liaising with potential next providers of education, to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

The Governing Body

- 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 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
- Provide an annual report for parents on their child's progress
- 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 a 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 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
- Determine their approach to using their resources to support the progress of pupil with SEND

The SEND link 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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 SENCO 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 SENCO, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, 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 SENCO, 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 SENCO 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

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 SENCO 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 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' concerns and agree their aspirations for the pupil

Partnership with Parents/Carers

The school works in partnership with parents and carers to achieve our aims. We make this a priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which needs addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help and support their child
- discussing targets for the child at meetings with parents
- keeping parents and carers informed
- giving support during assessment and any related decision-making process regarding SEND provisions
- making parents and carers aware of the parent partnership services that are available to them
- providing all information in a 'parent friendly' and accessible way
- enabling parents to access support from our school's Inclusion Team which includes the SENCo, Family Support Workers, School Counsellor and Behaviour Mentors

Involvement of Pupils

All pupils have the right to be involved in making decisions and exercising choice. Although our pupils are young, we endeavour to involve them wherever possible by including them in

- identifying their own needs and learning about their own learning (self-assessment)
- identifying what their strengths and difficulties are and the best ways to support them
- individual target setting and ensuring that pupils are aware of their learning levels and targets
- the self-review of their own progress
- filling in a questionnaire for formal reviews (if appropriate)

The procedures for including pupils are identified in the Code of Practice. We ~~try to~~ ensure that all pupils have open access to members of teaching and support staff so that they are able to express any concerns they may have. All pupils complete a 'Helping Hand' at the beginning of the year to identify adults who they can talk to. This is re-visited throughout the year.

Definitions

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.

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.

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 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	<p>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 do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging or disruptive behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Identification and Assessment

Here at Braunstone Frith Primary Academy we accept the principle that pupil's needs should be identified and met as early as possible. The SENCO works closely with staff across the school. The school adopts the levels of intervention as described in the SEND Code of Practice.

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.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

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 SENCO 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. 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.

Consulting and involving pupils and parents

The school will put the pupil and their parents 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. 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 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.

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

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.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

A support plan/ pen Portrait will be drawn up for the child with outcomes to achieve. This information will be recorded on our management information system, Arbor, and will be made accessible to staff on our Data system Insight in the form of a Learning plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will 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 will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

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 plan (EHC)

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.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers ~~differentiate~~ scaffold work to support pupils with SEND so that they can access work alongside others. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. For pupils on the register, the following additional support may be provided:

- in class support for small groups with a trained and effective Teaching Assistant (TA)
- small group support with a teaching assistant or teacher
- individual class support / individual withdrawal when necessary
- further scaffolding of resources
- target work
- specific interventions to support areas of difficulty
- DSP (Western Park) provision to support pupils with social and emotional needs
- Behaviour Mentor available to support pupils with social and emotional needs for one to one and group sessions.
- School Counsellor available to provide therapeutic work with identified pupils to support their social and emotional needs.
- involvement/advice from outside agencies
- Access to calm down spaces (Thinking Rooms)

For pupils with EHC plans, provision is in line with the recommendations on their EHC. Outcomes are integrated into the work they do within the classroom and during interventions.

Evaluating the effectiveness of SEND provision

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

- tracking pupils' progress
- using pupil questionnaires
- monitoring by the SENCO
- getting feedback from the pupil and their parents
- classroom observations
- work sampling
- scrutiny of planning
- teacher interviews
- informal feedback from all staff
- pupil review meetings and record keeping regarding review meetings
- monitoring progress of targets

Safeguarding Children with SEND

“Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.” (KCSIE, DfE 2018)

Staff should be extra vigilant when working with young people with special educational needs and disabilities.

The designated safeguarding lead liaise regularly with the special educational needs co-ordinator, the behaviour lead and the attendance lead, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

Children with Physical Disabilities and Accessibility

Braunstone Frith Primary Academy aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully
- establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities

- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and support staff) through a programme of training when required
- ensuring that our resources provide positive images of people with disabilities

The school has the following specialist facilities:

- Disabled toilets with shower and changing facilities
- Highlighted stairs
- Ramps to provide access to all ground floor rooms
- Handrails

An accessibility policy can be found on the school website.

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. For some pupils on the register, any one or more of the following agencies may be involved:

- LiFE MAT Educational Psychologist
- Educational Psychology Service (EPS)
- Special Education Service (SES)
- Speech and Language Therapy Services (SALT)
- Early Years Support Team (EYST)
- Learning, Communication and Interaction Support Service (LCI)
- Visual and Hearing Support Teams (VS/HS)
- ADHD Solutions
- Family Support Workers
- Community Health Service (including CAMHS)
- Social Care and Safeguarding Educational Welfare Service

The SENCO maintains links with other SENCOs through the SENCO network and SENCO hubs.

Access to Education for Children and Young People with Medical Needs

We will ensure that:

- We notify the Attendance Officer if a pupil is likely to be absent from school for more than 15 working days due to medical circumstances.
- We supply the appropriate education provider within the LEA with information about a pupil's capabilities, and programmes of work
- We are active in the monitoring of progress and in the reintegration into school, liaising with other agencies as necessary
- Pupils who are unable to attend school on medical grounds are kept informed about school social events, homework clubs, study support and other activities

Managing continence

No child is refused a place at school due to incontinence. The *managing continence policy* outlines the procedures that will be followed if a child attends school in nappies or has regular incontinence episodes.

INSET - Expertise and training of staff

Training will regularly be provided to teaching and support staff. The head of school and the SENCO 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. This is specified in the school professional development plan and is updated annually.

The SENCO keeps up to date with changes in SEND through regular meetings and training.

Resources

The provision for SEND is supported by the school delegated budget for SEN. The allocation of funds is deployed to support the implementation of this policy. The following principles have been identified to support this:

- at least one teaching assistant in each class during the morning
- extra TA support may be required
- a given budget for SEND resources
- provision for training needs

Success Criteria

The governing body include information on the implementation of this policy, and on any changes to it. We have identified the following success criteria to evaluate the effectiveness of the policy:

- the SENCO arranges regular meetings with the governor responsible for SEND.
- the register is updated regularly and is easily accessible.
- there is a clear identification process for all children prior to being put onto the SEND register through pupil progress meetings
- all concerns are followed up as soon as possible
- parents are informed about their pupils progress
- all children have targets set within their ability for literacy/numeracy which are included in their Individual Support plan or passport.
- all pupils with SEND have targets which are reviewed termly and discussed at parents evenings
- all pupils are aware of their targets
- all teachers are aware of pupil targets
- all targets are SMART and written in accessible language
- parents are informed of their child's targets
- all teachers and support staff are aware of procedures
- there is evidence of individual pupil progress over time
- resources are effectively used
- SEND expectations are included in staff development planning
- there is an SEND action plan

Complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, phase leader or Senco Mrs Duggan.

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 head of school in the first instance. They will be handled in line with the trust's complaints policy. The chair of governors may be involved if necessary and in the case of an unresolved complaint LiFE Multi Academy Trust may be involved. Please see LiFE Multi Academy Complaints procedure published on our website.

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 contact ,[Leicester City Mediation Service](#) [

Monitoring the Policy

This policy will be reviewed 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.

School Offer

For more details about SEND at Braunstone Frith Primary Academy, read our SEND School Information Report on: www.braunstonefrith.org.uk

Links to other policies

[The Local offer](#)

The following policies can be found on our website www.braunstonefrith.org.uk

[Accessibility Policy](#)

[Safeguarding](#)

[Behaviour Policy](#)

[Physical Intervention Policy](#)

[Supporting Pupils with medical conditions](#)

[Attendance Policy](#)
[Complaints Policy](#)