

SEN policy and information report



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1. Aims

Our SEN policy and information report aims to:

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

Every child is individual, and here at Waverley Primary we value each unique quality, which makes every child special. Our guiding principle is one of Inclusion and we will respond to individuals in ways that take into account their varied life experiences and particular needs. We strive to identify and break down possible barriers to learning, raise attainment and ensure inclusion for all children. Waverley is committed to providing a diverse and creative curriculum, which takes into consideration differing learning styles and aims to provide hands on, relevant experiences.

Waverley Primary is dedicated to providing all pupils with a safe environment, where they can access a high-quality education, be successful and become confident individuals. We wish to ensure that all children are equipped with a range of relevant skills, emotional resilience and proceed to make successful transitions into adulthood.

At Waverley Primary we understand that all teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

Most children may at some point present with a special educational need, either short term or long term. Therefore, they will require further support above and beyond, and in addition to quality first teaching approaches and targeted classroom practice. These children may exact targeted and individualised support, within or outside the classroom. They, with signed permission from parents/ guardians, will be placed at SEN Support on the schools Special Educational Needs (SEN) List

“Pupils with special educational needs and/or disabilities (SEND) do well. Staff have an awareness of who these pupils are and what they can do to help them with their learning. Feedback from parents and carers of pupils with SEND is very positive. One parent spoke for others when saying, ‘The staff have been absolutely amazing with the care and management of my child’s needs. I could not have asked for more from them.’ “ (Ofsted, October 2019)

Aims

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To recognise that it is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- To provide advice and support for all staff working with pupils with Special Educational Needs.
- To know that every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- To consider Special Educational Needs in all curriculum areas and all aspects of teaching and learning.
- To understand that good special needs practice is good practice for all pupils.
- To recognise that any pupil may encounter difficulties in school at some stage.
- To ensure that pupils and parents are fully engaged and involved in decision making.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To work collaboratively with outside agencies to ensure that children requiring a higher level of support receive appropriate and necessary intervention.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.

2. Legislation and guidance

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

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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Rachael Douse

If you wish to contact Miss Douse - SENCO to discuss any concerns regarding your child she can be contacted by telephoning the school office, to make an arrangement, on 0191 2674549 or Office@waverleyprimary.org

They will:

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

SEND team – Mrs Wendy Leeming, Mrs Sharon Selkirk and Miss Rachael Douse

Pastoral Care and Support:

Mrs Leeming (Headteacher) and Miss Douse(SENCO) works closely as part of a Pastoral Care and Support Team, which also includes;

Director of pastoral services: Mrs Sharon Selkirk

Mrs Selkirk is a dedicated and key member of school and invaluable to the care, support and provision of all families across school. She liaises with teachers and pupils on a daily basis so that pupils' needs are addressed with first class teaching and through additional support at other times. Mrs Selkirk coordinates our pastoral support and is always on hand to talk to pupils and parents or to support with accessing of Local Authority Services. Her work ranges from parenting support; to attendance issues or support for assistance with transition to high school. Anyone with a concern can come into school for a chat - any matter impacting upon the well-being of pupils or progress is our concern and we are here to assist in whatever way we can. Mrs Selkirk works closely with the SENCO / Headteacher on all matters concerning pupil progress and welfare.

Kalmer Counsellor: Barbara Harris

Children North East: Becky Williams

Educational Psychologist: Sarah Brook

Our SEND Governor has resigned her role and we shall appoint a new Governor to this role at December meeting. The Link governor for SEN will liaise with the SEN Co-ordinator on a regular basis. The SEN Co-ordinator will provide the link governor with reports as necessary.

Mrs Wendy Leeming (HT), Mrs Karen Sample (DHT), Mrs Kirsten Leadbeater (AHT) and Mrs Sharon Selkirk (Director of Pastoral Services) are the designated leads for child protection.

Mrs Sharon Selkirk is the designated lead for Looked After Children – LAC. The SENCO and designated teacher meet on a weekly basis

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SEND team and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

The following are **not** SEN but may impact on progress and attainment:

- › Disability
- › Attendance & punctuality
- › Health & welfare
- › English as an additional language (EAL)
- › Receipt of pupil premium
- › Being a looked after child (LAC)
- › Being a child of service personnel

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Waverley Primary School values the views and important role that parent/carers play in their child's education and strive to maintain positive attitudes and relationships. We will always involve and inform parents/ carers when their child is placed on the SEN Support list and the graduated response, outlined in the Code of Practice, is explained to them.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs are treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS) to all parents of pupils with special educational needs. They can be contacted on 0191 2840480 or by email at sendiassadmin@newcastle.gov.uk and ask for Sarah Francis.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. The child's class teacher works closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend and be involved in all reviews. Interpreters are arranged for parents who require translation during meetings. Written information is in

accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Director of Pastoral Services, Mrs Sharon Selkirk, is proactive in supporting parents in a variety of ways, including liaising with agencies, organising activities and facilitating and delivering training. An Early Help Plan (EHP – formerly known as Common Assessment Framework CAF) is used to coordinate support for children and their families who have a range of needs.

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.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

SEN support – four-part cycle

Early identification of SEN is crucial. Termly pupil progress meetings support the early identification of pupils who may have SEN. If there are concerns that a pupil is not making adequate progress, the class teacher will discuss these concerns with parents and the SENCO, then complete an initial concerns checklist.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. The class teacher and SENCO will review assessments regularly. Information from the pupil, parents, class teacher, Learning Support Assistants and where appropriate, professionals will help to inform the assessment. If it is thought that a pupil may have SEN, concerns will be raised by the class teacher and they will complete an 'Initial Concerns Checklist' and hand this to the SENCO. This form will be shared, and contributed to, with parents/ carers during a face-to-face discussion when deciding on a course of action for a pupil.

Plan

The information gathered is used to decide what help may be needed and parents will be formally notified of their child's needs. This help is recorded on an Individual Support Plan. The Individual Support Plan records that which is additional to, or different from, the differentiated curriculum and focuses on 2/4 individual targets that match the pupil's needs. Agreed interventions/ support, adjustments and a review date recorded on the Individual Provision Map will be agreed with staff, parents and pupil.

Do

The delivery and assessment of the impact of the interventions, recorded on the Individual Support Plans continues to be the responsibility of the class teacher. They will also continue working with the pupil on a daily basis and retain accountability for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any support staff and specialist staff involved. The SENCO will advise and support as appropriate.

Review

The Individual Support Plan is reviewed at least two times per year, more regularly where needed, on an agreed date, where the effectiveness of the support and interventions and their impact on the pupil's progress will be discussed. Adjustments and next steps will be decided accordingly, and outcomes recorded. Pupils participate in the review process according to their age and abilities. Parents are also invited to participate in the target-setting and review process. This can take place during Parent Consultation sessions, or at formal SEN review meetings. If a pupil does not make expected progress over a sustained period of time school will

consider involving specialists.

The class or subject 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 or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood (transition)

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Transition is carefully planned, and success is ensured by the full involvement of parents and pupils. Key information about SEN provision will be shared with the next school/ setting through the review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

At the end of each academic year the class teacher will hold transition meetings with the child's new class teacher, in which all up to date information regarding interventions, strategies and attainment levels will be discussed for each child with SEND. All children will participate in a minimum of 2 days transition to their new class at the end of the summer term. Those children who have been identified as needing additional support with transition will spend more time visiting their new classroom environment and class teacher.

5.6 Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › Speech & Language
- › Phonics
- › Reading
- › Mathematics
- › Social Interaction
- › Fine / Gross Motor skills
- › Use of specialist equipment

5.7 Adaptations to the curriculum and learning environment

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

Access to the Curriculum

All pupils are entitled to a broad and balanced curriculum to enable all children to access the learning. The children at Waverley Primary School receive inclusive, quality first teaching. Identifying, assessing, planning and review is part of Quality First Teaching. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as 1-1 and small group catch up sessions throughout the school. Our SEN Information Report and Annual SEN Report provide clear details of what is available for all children with SEN and what is additional and different provision.

The Governing Body ensures that it makes appropriate provision for all pupils identified as having need of special educational provision. A named governor is allocated to support the work of the Special Needs Coordinator.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Differentiation

Differentiation is the process by which the curriculum and teaching input is adapted to enable all children to access the learning and meet the individual child's learning needs. Pupils make progress at different rates and learn in different ways. Their progress is regularly monitored and reviewed. If a particular pupil does not make adequate progress the school will do more to help, and it is at this stage that the child would be regarded as having a special educational need. The SENCO works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Pupils are only identified as having special educational needs if additional or different action is being taken. Teachers continue to have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning.

It is normal practice that all pupils, including those with a recognised SEN, are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

5.8 Additional support for learning

We have 9 teaching assistants who are trained to deliver interventions such as Phonics, Speech & Language, Mathematics, Reading.

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

Teaching assistants will support pupils in small groups daily.

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

- Educational Psychology Service
- School Health
- Speech & Language Therapy
- School Effectiveness SEN Team
- SEN Teaching and Support Service (SENTASS)
- Developmental Language Disorder Team (DLD)
- Children and Young Persons Services (CYPS)
- Children's Social Care (CSC)
- Looked after Children Team (LAC)
- Counselling services e.g. Kalmer counselling/RISE

All of the above are purchased by school through a traded service and are not centrally funded.

5.9 Expertise and training of staff

Our SENCO has over 20 years of experience in this role and has worked as a class teacher, Assistant Head, Deputy Head and now Headteacher. She is supported by a recently qualified/certified SENCO (Postgraduate certificate in National Award for SEND coordination from Sunderland University) who is shadowing the role in preparation to take over fully.

They are allocated [1 hour] a week to shadow and prepare to manage SEN provision.

We have a team of 9 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. The Senior Leadership Team is responsible for identifying and reviewing training needs and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. See Annual SEN Information Report for details. As part of the OWL Trust there are opportunities for School to School training with SEN for all staff.

In the last academic year, staff have been trained in speech & language, NELI and Phonics and 1 teacher has completed their National Award for SEND Co-ordination.

We use specialist staff for speech & language, play therapy and counselling.

5.10 Securing equipment and facilities

The Head Teacher, Governors and SEND team are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. The costs of the SENCO are set against the core or base budget of the school.

The school spends this money on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Specialist resources, books and equipment
- Buy back services, such as Educational psychologist, SENTASS – Dyslexia and Speech, Language & communication team.

The details of how individual pupils receive support are recorded on their Individual Support Plans and in the whole school provision map.

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for by school from the local authority. We may then receive varying amounts of allocated funding through top up funding for pupils who have an Education Health Care Plan (EHCP), dependent on what the local authority deems appropriate.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The degree and nature of support allocated to a particular child is based upon the nature and complexity of need involved.

5.11 Evaluating the effectiveness of SEN provision

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

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after half termly
- › Using pupil/parent questionnaires

- › Monitoring by the SEND team
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Regular observation of teaching by the senior management team
- › Assessment records that illustrate progress over time – e.g. reading ages
- › Success rates in respect of individual targets
- › Monitoring by the governor with responsibility for SEN
- › LA SEN Review to externally validate provision and outcomes for pupils with SEN

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on all our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**“Pupils, including those with SEND, spoke to inspectors with enthusiasm when they described how much they enjoyed the various after-school clubs that include fencing, football, curling and dodgeball.”
(Ofsted, October 2019)**

Arrangements for the admission of disabled pupils.

Most of the school is wheelchair accessible and there is one toilet for disabled pupils or adults. The governors will make every effort to accommodate a pupil's particular needs and work with the LA to improve facilities.

Please refer to school's Accessibility Policy, which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Disabled toilets, lifts, where medicines stored etc (Link to Accessibility plan)

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the Local Authority (LA) admissions criteria (please see our admissions policy).

Children with medical conditions.

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Waverley Primary school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has a SEN, their provision will be planned and delivered in a co-ordination with their healthcare plan. Please refer to our Medicines in Schools Policy for further information

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all school activities
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Complaints about SEN provision

The schools' complaint procedures are set out in the school prospectus. Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SEND team and /or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved.

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer. Please refer to our Complaints Policy for further information.

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

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

5.16 Contact details for raising concerns

To discuss any concerns regarding your child, you can contact the SEND team on 0191 2674549 or by emailing the school at office@waverleyprimary.org

5.17 The local authority local offer

Our local authority's local offer is published here:

[Newcastle Support Directory](https://www.newcastlesupportdirectory.org.uk)

<https://www.newcastlesupportdirectory.org.uk>

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Equality information and objectives
- Inclusion policy
- Medicines in school policy
- Safeguarding & child protection policy
- Supporting pupils with medical conditions policy