



**St Joseph the Worker
Catholic Primary School**



Special Educational Needs and Disabilities Policy

Mission Statement

*With Jesus
We learn,
We care,
We listen
We share*

*so that He might be seen in the people that we are
and the things that we do.*

Autumn 2026

Ratified by Governors: Oct 2026

Review date: Autumn 2027

Introduction

We, at St Joseph the Worker, acknowledge that all children regardless of their gender, race, ethnic origin, physical or social circumstances should have equal rights of access to a broad, balanced and differentiated curriculum, which is relevant to their individual needs. Some children have special educational needs and may have difficulties learning or a disability that makes it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behaviour. We offer a broad and balanced curriculum and have high expectations for all children. We want all children to enjoy school and to be challenged to achieve their very best. We aim to develop these abilities and to offer opportunities where they can grow in confidence and self-respect yet still retain sensitivity to others.

Every teacher is a teacher of every child or young person including those with Special Educational Needs or disabilities (SEND) and it is our commitment to ensure that every child at St Joseph the Worker is included in all aspects of school life and provided with opportunities to achieve and fulfil their potential. The achievements, attitudes and well-being of all our children matter.

Compliance

The SEN Code of Practice (2015) defined a child as having special educational need if he or she has a learning difficulty or disability which calls for special educational provision namely provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children the same age;
- (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority.
- (c) is under 5 and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

This policy should be read with the following guidance, information and policies:

- Accessibility Plan
- Equality Act 2010: advice for schools DfE Feb 2013
- Equality Policy
- Local Authority (LA) Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
- Safeguarding Policy
- School’s SEN information on the school website
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014).

This policy was created by the school’s SENCO with the SEN Governor in liaison with the SLT, and all staff and parents of pupils with SEND, which is in the spirit of current reform.

Long Term Aim of this Policy

Objectives:

- To work within the guidance laid down in the SEND Code of Practice (2015).
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.
- To ensure pupils with SEND have a positive approach to learning and make good progress in terms of academic achievement and all-round development as independent and resilient learners.

Contacts

Responsibilities for Special Educational Needs within St Joseph the Worker Catholic Primary School:

The Governing Body – refer to 2:6 Code of Practice (2015).

The Governor who is the 'responsible person' i.e. the link/liaison governor with responsibilities regarding admission arrangements for pupils with EHCPs and requests for statutory assessment is Mrs Gillian Bray.

The Head Teacher – Mrs Kathryn Poulter has delegated responsibility for day-to-day management of special needs provision to Mrs Meghan Baker, the Special Needs Co-ordinator, hereafter known as the SENCo.

The SENCo has responsibility for the day-to-day operation of the SEN arrangements. These responsibilities are:

- the day-to-day operation of the policy
- liaising with and advising fellow teachers and managing provision, including gathering and collating of all relevant information for all children with extra needs as listed in the Ordinarily Available Framework
- ensuring that the paperwork is up to date and attending consultations with parents, teachers and other relevant personnel
- co-ordinating provision and, where appropriate, organising/delivering INSET to all teaching staff.
- maintaining the school's SEN register and overseeing the records of SEN children
- attending courses and support meetings and contributing to staff meetings
- liaising with other schools and external agencies where appropriate and especially when children change or move on to another school
- liaising with teachers taking on support teaching and TAs on a regular basis to discuss matters arising.

Mrs Baker, the SENCo, is an experienced teacher and has completed the National Award for SEN Coordination.

The Class Teacher. All teachers at St Joseph the Worker are, and always have been, teachers of children with special educational needs. We are all trained in teaching children with learning difficulties. Our main requirement is to continue with the 'whole school approach' to the teaching of our children, through the development of a curriculum with which all children can interact positively, in developing their abilities and sense of personal worth.

Admission Arrangements for Pupils

The School's Admissions Policy makes no reference to learning or physical ability as a criterion for entry. All children have equal opportunity of access to the curriculum and the school's facilities. Parents of children with SEN considering applying for a place at St Joseph the Worker are welcome to contact the SENCo for a tour and visit.

Identification

Children and young people are identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from and in addition to, that which is normally available to pupils of the same age.

Making Quality First Teaching available to the whole class at St Joseph the Worker allows teachers to support all children, through excellent classroom teaching. Quality First Teaching is what is on offer for all children – a high-quality, inclusive, connected, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

High quality teaching includes:

- well-resourced and carefully planned provision which provides a rich learning environment;
- clear objectives that are shared with the children;
- lively, interactive teaching and learning, based on real life, practical experiences;
- carefully structured learning activities which enable all children to participate fully with appropriate scaffolding or differentiation;
- children being supported with their learning, in groups, pairs and sometimes individually- every teacher is the teacher of every child, including SEND pupils;
- children being helped to take responsibility for their own learning, when appropriate;
- children being encouraged to know their own targets and how to achieve them.

Initial identification is based upon teacher assessment/observations as they are in the best position to assess the needs of their pupils. A termly review system is used at St Joseph's whereby teachers refer children about whom they have a concern re: progress etc. for further assessment or discussion. This is co-ordinated by the SENCo and may necessitate implementation of the Ordinarily Available Framework to identify needs and plan for strategies to address them.

At St Joseph the Worker these support plans are implemented by the class teacher initially through:

- Quality First 'Action' Teaching
- small group/individual support – with teachers, or teaching assistants. Such support will be both classroom based and through withdrawal to a more suitable place/quiet area e.g. library, Learning Zone. Great care is taken to ensure that any withdrawal does not affect the child's access to the rest of the curriculum. Therefore, an element of flexibility with respect to timing and sensitivity of such situations is expected from all those concerned. Adapted programmes of work that closely follow those of the rest of the class are most desirable:
- behaviour management strategies

- specialist equipment/materials e.g. speech and language programmes, reading schemes programmes/speech and language Audit Tool/spelling programmes
- parental involvement.

We, at St Joseph the Worker, positively encourage all our children to partake in all subject areas, after school activities and clubs and school trips.

Every teacher is expected to plan a broad and balanced curriculum for all children with careful scaffolding in place. Through pupil progress meetings and meetings with the class teacher and the SENCo, children are highlighted who are not making the required progress. While informally gathering evidence (including the views of the pupil and their parents) the next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed (including the pupil's response to such support) to assess whether the child is making progress. If monitoring showed that the child required a greater level of intervention, they would then move to SEN support. **Slow progress and low attainment do not necessarily mean that a child has SEND and would not automatically lead to a pupil being recorded as having SEND.**

If a child is identified as needing additional support, we will:

- discuss concerns with parents;
- carry out some assessments to identify specific areas of need;
- create a monitoring plan;
- review the plan following a set amount of time (6-8 weeks).

If a child is identified as needing SEN Support, we will:

- meet with parents to discuss progress and plan future support;
- put a One Plan in place to support the child;
- review the child's progress.

Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHCP).

The Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2015) specifies four broad areas of need:

- communication and Interaction (including Autism Spectrum Disorder);
- cognition and Learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, being a child of a Service man/woman, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEND.

A Whole School Approach to SEN Support

Class teachers are responsible and accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any support and specialist staff. Their planning takes additional adult support into account and is

discussed with staff. However, any intervention and support does not replace Quality First Teaching.

The quality of teaching is reviewed regularly by the Senior Leadership Team (SLT) through observations of the learning; differentiation and level of challenge/mastery. Throughout the process, pupil questioning takes place with the children and scrutiny of work. This allows teachers to highlight children who need more support and to ensure that interventions and appropriate level of support are implemented.

All staff review their provision following teacher assessments and data drops. Where there are exceptional concerns there will be a discussion with the SENCo and the Headteacher. Provision maps are updated at this time.

This support is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Throughout this process the school looks at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. The decision to put a pupil on the SEN register is made when there is lack of progress and with reference to criteria in Local Authority's guidance. Throughout this process, the school will monitor not only the child's academic ability but also their behaviour, focus, wellbeing and social interaction.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. The graduated approach is based on a four-step model of actions: Assess – Plan – Do – Review. Every child at SEN support will receive a One Page Profile which highlights their strengths, needs and approaches to learning and strategies used to address these concerns. We also draw up a One Plan to record outcomes, provision, and resources.

The table below shows how we plan and support children with SEN at St Joseph the Worker Catholic Primary School.

Initial, 1st stage	2 nd stage	3 rd stage
Concerns	SEN Support	EHCP
This stage is when teachers have concerns about a child which cannot be addressed by First Quality Teaching alone Interventions and support are planned. Names are added to a monitoring register. One Page Profile may be created.	This stage is for children who have received some interventions and support but impact has been limited. In consultation with parents we write a One Page Profile which describes a child's strengths, needs and learning style and draw up a One Plan to record strategies, provision, resources and desired outcomes. One Plans are reviewed regularly and provide evidence should we need to request a needs assessment for an EHCP. (Education, Health and Care Plan)	Children with ongoing, significant and/ or complex needs may be entitled to receive a much higher level of support through an EHCP.

Some children and young people on the SEND Register may have more significant SEND, and if it is felt by the school, that a request for support from outside agencies is necessary, we will request it and implement the advice. The SENCo works alongside the school's allocated Inclusion Partner (IP) and the school's Educational Psychologist (EP), who are members of the local authority SEND operations team, to discuss ways of supporting children who are having difficulties which are a barrier to their learning. The SENCo meets with the IP termly, as a result of these meetings the IP will decide which pupils discussed they see or assess. If it is felt following at least one full monitoring cycle that the pupil is still not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then, a request can be made for an Education, Health and Care (EHCP) needs assessment.

This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs. **It is the Local Authority's decision whether to assess or not, based on the evidence they have in front of them.** Having assessed the pupil's needs, the Local Authority uses a banding system to allocate additional funding to the school to make provision for that particular child's needs. Children and young people with an EHCP continue to be the responsibility of the class teacher. We endeavour to keep those children with an EHCP working within the class setting with support within a group and at times individually (in the case of a specific intervention), to scaffold their learning from both the teacher and Teaching Assistant. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

At St Joseph the Worker Catholic Primary School, we have an agreed system by which different stages of support are documented and monitored.

Document	Explanation	Responsibility	Reviewed
Provision Map	Intervention timetable/ provision map showing: • needs • entry data • objective • strategies used • start of intervention • timed progress and impact • staff involved with delivering intervention	Class teacher SENCo	Reviewed termly and when an intervention finishes.
One Plan	This plan is specific to a child's individual needs and may offer more focused or one to one support.	Class teacher SENCo Parents	Reviewed October, February and July
Education, Health, Care Plan (EHCP)	An EHCP is a legal document which is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need additional funding.	Teacher Teaching Assistant Parents Any agencies/specialists involved	EHCP termly interim reviews through One Plan process and Annual Review.

Provision Maps

Class teachers map out how staff in their class, teachers and TA staff support children. It lists frequency and variety of interventions, amount of 'hover' support and opportunities of 1:1 support provided. All interventions as indicated on One Plan or EHCP are listed.

Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Pupils who achieve their intended outcomes from their starting point, and who are now achieving within age-related expectations, will be removed from the register.

Supporting Pupils/Students and Families

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our school SEN offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Admissions arrangements.
- Links with other agencies.
- Arrangements for assessments.
- Transition arrangements
- School policy on managing medical conditions of pupils.

Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation.

Effective implementation of the SEND policy will be evaluated by:

- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.
- Ensuring that school records are up-to-date for each individual child.
- Reviewing the progress of children by using a One Plan to ensure they are reaching their potential.
- Termly consultations to discuss the progress of children with SEND.
- Annual reviews of children with an Educational Health Care Plan.

Training and Resources

Training for SEND

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake planned training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCo regularly attends the LAs SENCO network meetings and local cluster meetings in order to keep up to date with local and national updates in SEND.

Funding for SEND

All mainstream schools. The Education Skills and Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1

Core Educational Funding

Mainstream per pupil funding (AWPU) – also known as Basic Entitlement or Key Stage Funding. This is the funding that every mainstream school receives for pupils on roll. This funding comes from the School's Block of the Dedicated Schools Grant (DSG).

Element 2

Schools Block Funding

Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.

Element 3

High Needs Top Up

Top Up funding from the pupil's Home LA to meet the needs of individual children and young people with EHCP plans.

The Notional SEN Fund is an identified amount that is shown in the school's delegated budget. This is an indicative amount that schools may use as a guide for how much they might need to spend on supporting their pupils with SEND. This funding is part of the school's delegated budget and is funded through the School's Block of the DSG. It is not a separate 'pot' of funding. It is important to note that the value of the fund is not based on the number of pupils with an EHCP or the numbers of pupils on the school's SEN Register. The fund is calculated using a formula using indicators of need (such as deprivation, low prior attainment and free school meals). As such, it does not mean that schools receive £6,000 for every pupil on their SEN Register.

Additional resources for individual EHCP plans - Element 3 are allocated by top-up funding from the High Needs block budget of the DSG. The level of top up funding for each pupil is allocated using a banding system based on the type and level of need of each pupil. High Needs pupils with EHCPs are therefore supported by a combination of school block funding (Element 1 & 2) and high needs top-up funding (Element 3).

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LA, governors, parents, teachers and support staff. The SEN Governor is Mrs Gillian Bray, who meets with the SENCo regularly, to ensure a school governor is kept well informed and to monitor the progress of children with SEND. The school's Designated Teacher for Safeguarding is the Headteacher.

It is the statutory duty of the governing body to ensure the necessary provision is made for pupils with SEND. This includes the majority of those who do not require EHC plans as well as the minority with EHCPs.

The Governing Body

The Governing Body will:

- ensure that pupils with SEND have full access in all areas of school life;
- monitor the allocation of SEND resources;
- publish a SEND policy;
- ensure that a summary of the SEND policy is included on the school website;
- monitor and review the success of the SEND policy;
- inform stakeholders of any significant changes to SEND policy;
- ensure a member of staff is the designated SEN co-ordinator;
- ensure a member of the governing body is designated SEN governor;
- consult with the LA and other bodies to co-ordinate SEND provision;
- consult with the LA about appropriate staff training in SEND;
- have regard to the Children and families act 2014 and the SEND code of practice 0-25.

The Headteacher

- Has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- Will keep governors informed about SEND in school via termly reports to the Governing body by the SENCo.
- Has the management role to determine how resources are allocated to and amongst children with SEND.
- Meets with the SENCo regularly, but at least half termly, to discuss SEND within school.

The Special Educational Needs Co-ordinator – SENCO.

The SENCO is responsible for:

- the day-to-day operation of this policy in line with the SEN Code of Practice (2015);
- liaising with and advising fellow teachers;
- co-ordinating provisions for children with SEND;
- maintaining the school's SEND register;
- liaising with parents / carers of children with SEND;
- identifying and contributing to the in-service training of staff;
- liaising with external agencies, including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies;
- the SENCO identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.

The SENCo is Mrs Meghan Baker

The Class Teacher

The Class Teacher will:

- be responsible and accountable for the development and progress of every pupil in their class;
 - plan a broad and balanced curriculum;
 - assess and plan differentiated activities;
 - identify a child's SEND needs using the agreed criteria;
 - assess each individual child's needs at the earliest opportunity;
 - employ learning strategies and programmes which will cater for SEND;
 - plan and write One Plans, with the help of the SENCO where appropriate, to enable each child to have access to the National Curriculum;
 - produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEND to experience success;
 - assess and review progress, keeping records in accordance with school guidelines;
 - liaise with parents at regular intervals;
- inform and explain the procedure to parents, value their contribution to reviews and Support Plans;
- inform the Headteacher and the SENCO of any child with SEND;
 - liaise with Teaching Assistants who are working with children with SEND;
 - participate in regular SEND meetings and training.

Teaching Assistants (TAs)

Teaching Assistants will:-

- work alongside Class Teachers implementing programmes with individual children under the direction of the teacher;
- prepare appropriate materials and resources as directed or discussed with the teacher /SENCo
- feedback information to staff and keep records as directed by the teacher or SENCo;
- contribute their knowledge of the child and progress to enable future provision to be made;
- undertake any necessary training.

Parents

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:

- acting upon parental concerns;
- formal and informal discussion between parents and staff;
- providing activities for parents to work with their children at home when appropriate;
- involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews;
- informing parents about school policies for SEND via the school website
- making clear to parents the complaints procedure should they feel dissatisfied with the provision made for their child, details of which are available in school with the class teacher.

Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored in a locked cupboard, with the exception of the One Plans which are kept in class inclusion files, which are stored securely within the classroom. These are all kept in school whilst the child attends. If the child leaves, all documents are securely transferred to the next setting.

Accessibility – Statutory Responsibilities

The school has a written Accessibility Plan that addresses the improvement of access to:

- The curriculum.
- The physical environment.
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Arrangements for the treatment of concerns

- Refer to policy.

Should a parent have cause for concern with respect to any child at St Joseph the Worker then the usual process of consulting the class teacher first should be followed. With reference to a child on the SEND Register, the SENCo should then be informed / approached, followed by the Headteacher.

Medical Register

At St Joseph the Worker we maintain an updated medical register for all the children. Parents record on a special form, any medical condition, names of medical personnel / hospital which the child is under, any medication involved and implications for school or special provision necessary. This is kept in a file in the office. All staff, including Midday Assistants and supply teachers have access to this file. A termly review is in place to ensure all staff are fully updated with this information.

Pupils with ongoing medical needs may require an Individual Pupil Resourcing Agreement. The SENCo applies for this extra funding which can be used to meet medical needs. IPRA's need to be applied for annually

For full details of arrangements regarding medical conditions and medications, please see the 'Supporting Pupils with Special Medical Needs' policy.

Links with external support services

At St Joseph's we have regular contact with:

Link Educational Psychologist
Link Inclusion Partner
School Nurse
Brentwood Catholic Children's Society
Specialist Teacher: Hearing Impairment/PNI
Child & Family Consultation Service
Speech & Language Service
Occupational and Physiotherapy Service
Community Paediatrician
Educational Welfare Service
SNAP Charity
Families InFocus

Partnership with Parents

We at St Joseph's have a close working partnership with parents. We welcome parents to share and support us in the spiritual, social and educational life of the school.

- 1.Spiritually – parents are invited to school and class Masses, assemblies and sacramental celebrations.
- 2.Socially – we have an active P.T.A. who arrange a variety of social events. Family SEN parent meetings arranged by Mrs Baker
- 3.Educationally – parent helpers are regularly to be found supporting the children in the classroom, helping with creative activities, hearing children read, assisting with sporting activities and accompanying class outings / visits.

We are most appreciative of the support given by the parents within the school.

Parents are also viewed as partners in our reading programme and particularly where children have support plans involving their support.

Parents are also encouraged to make arrangements to see individual teachers should they be concerned or wish to speak. We advise parents to make appointments if possible due to the nature and size of St Joseph's. Where most parents are on the premises daily – collecting their children – it is usually possible for parents or teachers to liaise on a less formal basis. Class pages are updated regularly on the school website.

All parents are kept informed about the progress of their children through regular 'Open Evenings'.

The parents of those children with One Plans or an EHCPs have regular termly review meetings to discuss relevant details / progress and future action plans. They receive copies of the relevant paperwork. These review meetings are held in school with the class teacher, SENCo and any other personnel who may be involved with that child.

The LA also has to review annually an educational statement (or EHCP) once it is issued. Parents are kept fully informed and their views consulted and incorporated where appropriate.

All parents at St Joseph the Worker receive a weekly newsletter via email or paper version. This keeps them fully informed of events, activities and the general life of the school.

Dealing with Complaints

From time to time, parents and carers may have concerns about their child's education and/or wellbeing at school. Whatever the situation, we would encourage you, and/or your child, to talk to us about it at the earliest opportunity so that we can help sort out the problem. Complaints about SEND provision should be made in the first instance to the Class Teacher, if the issue is not resolved then this should be raised with the SENCo. If parents remain dissatisfied, they should speak or write to the Headteacher. The school has a published Complaints Procedure.

Bullying

At St Joseph the Worker Catholic Primary School, we have a whole school approach to mitigating the risk of bullying and developing independence and building resilience in our children with SEND. Please refer to our Behaviour Policy and Safeguarding Policy.

Reviewing the Policy

The policy is to be reviewed annually.