



NORTH CAVE C of E PRIMARY SCHOOL

SEND Policy

School vision:

A Christian school at the heart of the community that we serve.

Achieving our goals as we are guided by God's light.

Believing in ourselves, in each other and in God.

Caring and nurturing all of God's children in our school family.

Sharing our aspirations through our exciting, enriched and inclusive curriculum.

'Therefore encourage one another and build each other up, just as in fact you are doing.' 1 Thessalonians 5 Verse 11

"The LORD does not look at the things people look at. People look at the outward appearance, but the LORD looks at the heart."

1 Sam. 16:7 NIV

1. Aims

Our SEND policy aims:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To encourage all to show friendship and respect to each other regardless of disability or special educational need.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process and demonstrate mutual trust of each other.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To foster in all members of our school community a determination to succeed.
- To ensure support for pupils with medical conditions so that they have full inclusion in all school activities. This may be done through consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

At North Cave CE Primary School we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice.

Within our school, any child with an identified learning need may be offered additional support, through small group or 1:1 activities, in order to boost their skill level and confidence. This may be done to accelerate progress and does not necessarily mean that a child has a 'special educational need' as defined in this policy.

This SEND policy details how, at North Cave CE Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

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, SEND co-ordinators (SENDCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 SENDCO

Our school has a named SENDCO, Janet Whitelam, who has completed the National Award for SEN Coordination. The Headteacher, Richard Winks, has also completed this award.

On the Governing Body, there is a named Governor responsible for Inclusion and this role includes maintaining a strategic overview of the quality of provision for pupils with SEND (Special Educational Needs and Disabilities). In addition, the Governor ensures that the schools SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

The Role of The SENDCO and what provision looks like at North Cave CE Primary School

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Overseeing the day-to-day operation of the school's SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Having day-to-day responsibility for the operation of this SEND policy
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- 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
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Being the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaising 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
- Liaising with preschool settings in order to ensure that support is provided for EYFS pupils during transition and for them as they start school.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Monitoring the provision and progress of pupils who are identified upon the SEND register.
- Attending regular cluster meetings for the South Hunsley Partnership and The Education Alliance.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been deployed. In addition, the SENDCO meets regularly with the Governor who is responsible for inclusion.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Local Governing Body meetings.
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school.
- The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs or a disability. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Governing Body.

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND 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 SENDCO to review each pupil's progress and development, and decide on any changes to provision.

5. SEND information report

5.1 The kinds of SEND 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, Cerebral Palsy, 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 learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

At North Cave C.E. Primary School 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.

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

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.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Parents are important partners in the identification of pupils with SEND. Where a child has an identified need, identified by the parents or the school, regular meetings take place in order to discuss provision.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Provision for children with special educational needs and disabilities (SEND) is a matter for the whole school. The Governing Body, the school's Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

5.3 Consulting and involving pupils and parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs or a disability will be treated as partners and will be given support to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and share information about each child's progress with their parents regularly.

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.

We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child. We will notify parents when it is decided that a pupil will receive SEND support.

Children and young people with special educational needs or a disability often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute their views when meeting with parents so that they can be taken into account during the assessment of their needs, the review and transition process.

Parents have access to the school website which contains valuable information in relation to SEND. The school website contains details of our policy for SEND, the school's local offer and the SEND information report which details the provision we make for pupils with SEND.

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**.

The class or subject teacher will work with the SENDCO 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.

The school tracks all pupils and their progress is discussed by the class teacher, SENDCO, English and Maths leaders at termly pupil progress meetings. At these, the progress of individual pupils is discussed and the success of support and interventions evaluated. Where necessary, additional or alternative interventions or support are planned.

Through timely and appropriate support and intervention, we aim to:-

- Prevent the attainment gap between a child and their peers from widening.
- Close the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensure access to the full curriculum.
- Demonstrate an improvement in self-help, social or personal skills.

- Demonstrate improvements in the child's behaviour.

In order to help children with special educational needs, North Cave CE Primary School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record specific learning targets for a pupil with identified SEND in an Individual Support Plan (ISP) and the SENDCO will be responsible for ensuring that records are kept and available when needed. If a child is referred for statutory assessment/ Education Health and Care Plan, the school will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after this time the child may be added to the school SEND register. The class teacher, after discussion with the SENCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

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.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

Where intervention is appropriate, the SENDCO and the child's class teacher will decide on the action needed to help a child progress in the light of earlier assessments. This may include:

- Personalised learning materials or specialist equipment eg Clicker.
- Some small group or individual support, which may involve small groups of children being withdrawn to work with an additional adult. Interventions may include Alpha and Omega,

Lexia, Word Shark, Number Shark, Making Maths Magic, Social Skills, Write Away Together, Phonics Play and Numicon.

- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for coordinating a programme of work or support for the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific time slots to discuss individual learning targets and progress with the SENDCO and teacher on a termly basis.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs or a disability will be treated as partners and will be given support to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.
- We encourage parents to make an active contribution to their child's education
- We share information about each child's progress with their parents regularly. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.
- Children and young people with special educational needs or a disability often have a unique knowledge of their own needs and their views about what sort of help they would like.
- They will be encouraged to contribute their views when meeting with parents so that they can be taken into account during the assessment of their needs, the review and transition process.
- Parents have access to the school website which contains valuable information in relation to SEND. The school website contains details of our policy for SEND, the school's local offer and the SEND information report which details the provision we make for pupils with SEND.

5.8 Additional support for learning -access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities. All children should experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. Individual Support Plans, which employ a small-steps approach are important in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an Individual Support Plan individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We ensure that the children benefit from quality differentiated learning experiences within their classroom. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

We have teaching assistants who are trained to deliver interventions such as Speech and Language Therapy, Autistic Spectrum Disorder, Trauma and Emotional Literacy.

Teaching assistants will support pupils on a 1:1 basis, small groups and within the whole class when appropriate.

Teaching assistants will support pupils in small groups.

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

- Virtual School to support Looked After Pupils
- Education Psychology
- Local Children's' Centres
- Neurodevelopment Team NHS Hull and East Riding.
- Speech and Language Therapy HNS Humber
- Pediatric Physiotherapist NHS
- Occupation Therapist NHS
- Sensory And Physical Teaching Service
- SENDIASS
- Behaviour Support
- Medical Professionals

5.9 Expertise and training of staff

The SENDCO is experienced in this role and has worked as a teacher in a Special School.

The school staff receive additional training as appropriate to deliver SEN provision, for example Trauma and Attachment Theory, Low Literacy, Dyslexia and Handwriting.

The school accesses support from specialist professionals as required.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational need or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence may include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in Literacy and Numeracy or P scale assessments.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The progress of children with a statement of special educational needs will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer a secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

5.10 Securing equipment and facilities

The school works collaboratively with the partnership schools and the schools in The Education Alliance to research the most effective equipment. This is done in partnership with all external agencies supporting individual pupils.

5.11 Evaluating the effectiveness of SEND 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.
- Using pupil questionnaires.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Monitoring and evaluation.
- The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

- The SENDCO provides an annual report for Governors and meets regularly with the Governor who has responsibility for Inclusion

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 our residential trip(s).
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school has an accessibility plan. It covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.13 Equal Opportunities and Inclusion

Through all subjects the school ensures that it meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriately differentiated curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Providing additional support to help children develop their mathematical understanding.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.

- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities. All children should experience levels of understanding and rates of progress that bring feelings of success and achievement.

Additional strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP) which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- Who is responsible for each action.
- How the child can be successful.
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We ensure that the children benefit from quality differentiated learning experiences within their classroom. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

5.14 Support for improving emotional and social development

The school provides support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on additional responsibilities alongside their peers.
- Pupils with SEND are supported where appropriate by the school ELSA .
- The school has a zero tolerance approach to bullying.

5.15 Working with other agencies

Where a child has existing support from outside agencies on entry to the school, the school will liaise to ensure that this support continues. Outside agencies may also become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom

setting. The delivery of the interventions recorded in the ISP and class record of intervention continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to be learning
- Despite having received intervention, the child continues to fall behind the level of his peers.

5.16 Complaints about SEN provision

Concerns about SEND provision in our school should be made to the class teacher or SENDCO. If escalated, these may be dealt with by the headteacher or referred to the school's complaints policy.

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

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

The Local Offer aims to make it as easy as possible for children, young people and their families to access services and achieve their goals.

East Riding Local Offer has its own dedicated website where you can get details of the wide range of support and services that are available in your area. You can access the website at:

East Riding Local Offer eastridinglocaloffer.org.uk

If someone doesn't have access to a computer, they can find out more about the help that's available by contacting the Families Information Hub (FISH) team on: Tel: (01482) 396469

The FISH team can also print out pages from the Internet for you, and talk through the information over the phone and at face-to-face meetings Special Educational Needs and Disabilities (SEND) (eastriding.gov.uk)

5.18 Contact details for raising concerns

Mr Winks Headteacher

01430 422551

Miss Cawood Assistant Head

01430 422551

5.19 The local authority local offer

Our contribution to the local offer can be found on our website.

Our local authority's local offer is published here: eastridinglocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the Governors annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Body.

7. Links with other policies and documents

This policy links to the following documents:

Anti-bullying Policy

Health and Safety Policy

Child Protection and Safeguarding Policy