

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN

The University Academy Holbeach

Principal: Ms Sheila Paige

Special Educational Needs, Disability Policy

This Policy was adopted by the University Academy Holbeach:

To be reviewed annually: Review Date: November 2024

Head of Department: Ms Rebecca Daw, Assistant Principal/SEND/CO/ Designated Teacher

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

At our Academy we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The Special Needs and Disabilities Register at the Academy (September 2023) shows that just over 24.8% of pupils have significant learning difficulties in cognition and learning (such as in acquiring literacy or numeracy skills); sensory and/or physical difficulties; social, emotional and mental health difficulties; or communication and interaction difficulties. For some pupils these difficulties can co-occur.

Learners with a low level of underlying ability or moderate learning difficulties (those who have a cluster of standardized test scores of 70 or below) will find much of the work at the Secondary School difficult to access. They are likely to need a differentiated social and academic curriculum and extra in-class support to enable them to access the curriculum.

Some learners have an average or even above average underlying ability but have been unable to acquire literacy skills. These learners are described as having specific learning difficulties and may require one-to-one or small group teaching of our multi-sensory, structured and cumulative phonic scheme.

Some learners have difficulties with social, emotional and mental health which can lead to difficulties with managing lessons and with day-to-day learning. These learners often require careful support in the classroom as well as support outside the classroom from Learning Coordinators, teaching staff, teaching assistants or other professionals. These learners may require close support and an alternative timetable, at least in part, if they are to access the curriculum and reach their full potential.

A relatively few number of learners have a sensory or physical disability who may need extra support from an adult or adults during movement times.

The SEND Department endeavours to support and include all SEND learners to encourage self-esteem, self-confidence and independence, as well as having an understanding of their learning problems.

2. Legislation and guidance

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

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

3. Inclusion and Equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- › A significantly greater difficulty in learning than most others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

5.1 The SENDCO

The SENDCOs at our school are Rebecca Daw, Assistant Principal SENDCO, and Lorna Curtis, SENDCO.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with previous providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- › With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- › With the Principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- › Ensure Exam Access Arrangements are in place for external assessments and exams

5.2 The governing board

The governing board will:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND
- › Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

5.3 The SEND link governor

The SEND link governor is Mrs L Stanton

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 The Principal

The Principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school

- Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

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

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND, i.e. their Primary or previous Secondary School
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents ensure parents are consulted regarding decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records.

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

7.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

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

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

2. Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Provision Map, and will be made accessible to staff in a Pupil Passport.

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

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

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

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

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

7.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.5 SEND provision

At KS4, a few learners will continue to experience difficulties in accessing basic skills and will continue to receive small group support.

A few learners may require an individualised and alternative timetable to take into account extreme learning difficulties, mental difficulties, physical difficulties, emotional or behavioural difficulties, or problems with communication and interaction within the classroom.

Some learners may need to be placed on a short-term Support Plan to target and improve behaviour, which is drawn up and supported by the learner's parents/guardians, Senior Management Team, Learning Coordinators, SENCO, Form Tutor, teaching staff and external agencies where applicable.

Despite the efforts made, some learners continue to find it extremely difficult to conform to normal Academy classroom expectations and often experience a number of days in the Isolation Unit. Where Senior Managers consider the learner's continued education is in jeopardy a further Support Plan is drawn up by agreement with learner and parents/guardians, Senior Management Team, Learning Co-ordinator, SENCO, form tutor, teaching staff and outside agencies where applicable. It is hoped the Support Plan targets will be achieved and a permanent exclusion averted. The Support Plan is reviewed regularly, every two weeks in some cases. The SEND Department acts in a supportive role for the learner, which could include one to one teaching and learning, being part of an alternative timetable, acting as a safe haven etc.

In-class support will be essential for some learners, and where possible we meet these needs by liaison with teaching staff, learners and support staff. Teaching Assistants liaise with teaching staff prior to the lesson so that they can co-operate most efficiently and prepare modified teaching resources for delivery at the beginning of the lesson when required and remain in the classroom to support individuals throughout the lesson. Homework and lunch clubs are also run to support learners with their work and learning.

Details of learners' difficulties, their current objectives and the strategies used to try and address the difficulties are highlighted for all learners with EHCPs, and for learners on the SEND Register and via the T-drive where this information is recorded and can be accessed. The objectives are reviewed by all staff.

For learners with EHCPs, teachers are informed about the objectives on a learner's EHCP and are asked to comment on the progress made before each annual review. Parents/guardians are required to comment on the support supplied at the schools to help the learner to set new long-term targets.

Our literacy scheme of work for low ability learners is called Fresh Start (Read, Write Inc.) and is a synthetic phonics programme designed to accelerate learners' reading, writing and comprehension. Learners are taught in small groups as part of the normal curriculum until their reading ages have risen to allow them to better access the National Curriculum at secondary level. A meeting for parents of learners in the Fresh Start programme is held in the autumn term.

All Fresh Start tutors follow the same order of work and therefore learners can be moved between groups and continue on the point of the scheme that has been reached. All learners work at their own pace, and care is taken to ensure they have achieved the teaching point before another is started. We work to a structured lesson plan which involves a number of faster moving activities to teach each sound. Learners are also taught to develop strategies to improve their visual and auditory memories. In addition, individual and/or small group support for SEND learners is provided by staff qualified in teaching learners with specific learning difficulties.

Arrangements are made for some learners on the SEND register to receive appropriate support in end of unit tests, end of Key Stage tests and GCSEs or other vocational qualifications. Additional literacy and numeracy support is also available for all SEND learners through the online platform IDL. This offers targeted intervention graded to individual learner's own levels of progress.

Additional catch-up, enrichment and/or intervention support following periods of time out of school, following for example, illness or for any other reason will, where appropriate, be implemented to address pupil needs. Initial assessment followed by targeted support to address gaps in learning will, where appropriate, ensure that all pupils with SEND continue to make good academic progress.

Meetings for parents/guardians of Year 7 learners receiving support from the SEND Unit are, where appropriate set up during the autumn term. We endeavour to explain the possible reasons why their children have not acquired literacy skills. We emphasise that it is our experience that poor literacy skills are not linked only to poor underlying ability. Many of our learners with specific learning difficulties have a very good level of underlying ability. We also emphasise that it is our experience that traditional methods of remediation do not always work but we are able to assure parents/guardians that our scheme of work does have a very good level of success.

7.6 Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. This may include training delivered by staff in school, external agencies or through attending training courses.

9. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists

- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Healthy Minds
- Education welfare officers
- Social services
- Sensory Support Services

10. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCOs. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Principal in the first instance. They will be handled in line with the school's complaints policy, available on the academy website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, Lincolnshire Liaise, liaise@lincolnshire.gov.uk

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

11.2 Monitoring the policy

This policy will be reviewed by Miss R Daw **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

12. Links with other policies and documents

This policy links to the following documents, available on the academy website:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy and Anti-Bullying Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Health and Safety Policy
- Literacy Policy
- Children with Health Needs Who Cannot Attend School Policy
- Pupil Premium Policy
- Whole School Literacy Policy
- Complaints policy