



Gaddesby Primary School

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Policy Name: SEND

Written by: Katie Stansfield (SENDCo)

Date:

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Governor Approved – Name: Chris Comber

Signed:

Date:

Next Review Date:

September 2022

INTRODUCTION

Gaddesby Primary School provides a broad and balanced curriculum for all children.

Teachers plan to meet the specific needs of individuals and groups of children. They set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements may arise as a consequence of a child having Special Educational Needs. Provision is made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities, and to meet their potential as learners.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all children, including those with special educational needs.

The SEND team at Gaddesby Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquires should be addressed to:

Miss Katie Stansfield—SENDCo
Mrs Chris Comber—SEND link Governor
Mrs Nikki Pohl—Emotional Literacy Support Assistant
Miss Hannah Foster—Emotional Literacy Support Assistant

How you can contact Miss Stansfield

- o Through the school reception area in person (Monday, Tuesday, Wednesday and Friday—EYFS class teacher, Friday she will be out of class.)
- o By telephone 01664 840253 (if available. If unavailable, leave a message with the office for her to return your call)
- o Email through school office:office@gaddesby.leics.sch.uk

Compliance

Gaddesby Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies (for example Medication Policy, Equality Policy etc.)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)

- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the school's SENDCo. It was then finalised by the SENDCo in consultation with SEND Governor, parents, pupils and staff at the school.

Here, and throughout this policy, the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school-based category of need, known as 'Special Education Needs Support' (SENDS). All children are closely monitored and their progress tracked each term. Those at SENDS are additionally tracked by the SENDCo.
- There are four broad categories of SEND:
 - **Communication and interaction** (such as autistic spectrum and language disorders)
 - **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
 - **Social, emotion and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
 - **Physical and SENDsory** (such as hearing or vision impaired)

We may have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profile consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hope for, their child, Families are invited to be involved at every stage including early monitoring, planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills through an over teaching method.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of other of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEND Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Gaddesby Primary School

Our objectives are:

1. To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. To respond to learners in ways which take account of their varied needs and life experiences.
3. To identify a child's special educational needs at the earliest point and make effective provision.
4. To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
5. To support children to participate in discussions, express their views and be fully involved in decisions which affect them (age appropriate), encouraging them to become increasingly effective self-advocates.
6. To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
7. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.
8. To provide targeted support, advice and training for all staff working with children with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all children.
9. Appoint a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC (Education Health and Care) plan.
10. To ensure that all children receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.

11. To ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND.

The Head Teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0-25 (July 2014)

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of *all* children. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all children identifying in particular where children are making less than expected progress given their age and individual circumstances. Where a child's progress is causing concern, this may be characterised by progress which:

- 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

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for and not to fit a child into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- SENDsory and/or Physical needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot

understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or SENDsory impairment.

Specific learning difficulties (SLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

SENDsory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-SENDsory impairment. Medical conditions such as diabetes, and epilepsy are included under the definition of disability, but children with such conditions do not necessarily have SEND.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In our school, the needs of the *whole* child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare

- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

THE GRADUATED APPROACH TO SEND SUPPORT

Identification and Assessment of SEND

Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through a rapid feedback cycle, termly data input, pupil progress meetings and class teacher monitoring, to identify where a child is not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching and appropriate differentiation aimed at closing the gap or raising attainment. The class teacher, in conjunction with the SENDCo will also talk with parents to ensure there is a shared understanding of the child's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete an **early monitoring form** and arrange to meet with the SENDCo. At this meeting, the need for additional assessments will be discussed. The parents and child's views will be sought as part of this process. A decision will then be made to decide if different and additional provision is required to meet the child's needs. Appropriate staff along with the SENDCo will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEND record as **SEND Support**.

Planning and Implementing SEND Support

High quality teaching, differentiated for individual children is always seen as the first step in responding to those who may have SEND.

Working together, the SENDCo, child's teachers, parents and child will discuss the type of SEND Support needed to meet the outcomes identified for the child. This will be delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant. This SEND support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

Reviewing SEND Support

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process, led by the class teacher/SENDCo, will include an evaluation of the impact and quality of the support and intervention and the views of the child. This review will then feed back into the analysis of the child's needs. The class teacher/SENDCO, will revise the support in light of the child's progress

and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

The school can request specialist involvement, regardless of whether a child is on the SEND Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and in appropriate cases, the child themselves. It is the SENDCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the child.

Examples of specialists that can be accessed by the school

- LA Educational Psychologists
- School Nurse
- LA Specialist Teaching Service
 - VI team
 - HI Team
 - Learning Support Team
 - Autism Outreach
 - Early Years SEND Inclusion Team
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)
- Dieticians
- Outreach to specialist schools.
- Behaviour Support Service (Oakfield)
- Primary Behaviour Forum

In some cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEND budget and will be monitored by the headteacher and SENDCo. Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist named.

The LA SEND Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, will consider requesting an EHC Plan assessment from the Local Authority. Very few children at SEND Support will require an LA SEND Support Plan. To inform this decision, the SENDCO will have close regard to the Local Authority's criteria for funding through an LA SEND Support Plan or for an EHC Plan. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about what the process and how they will be involved in it.

Reviewing an EHCP plan

Gaddesby Primary School will:

- Ensure that the appropriate people are given at least three weeks' notice of the date of the meeting.

- Contribute any relevant information and recommendations about the EHCP plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, at least three weeks in advance of the meeting.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make repreSENDtations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHCP plan.

Transferring between different phases of education

An EHCP plan must be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Primary school to secondary school

Removing pupils from the SEND record

In consultation with parents, the child will be considered for removal from the SEND record where he / she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEND provision is no longer required to ensure this progress is sustained.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way

- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a child's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- The SENDCo being available for a meeting by appointment through the school office.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a repreSENDtative group of parents of children with SEND when reviewing the school's SEND Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Making use of media such as email to contact parents and for parents to contact school. Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways:

- Self-knowledge is the first step towards effective self-advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are listened too and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to repreSENDt pupil voice.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded preSENDtation to share at the meeting.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEND) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Please see Administration of Medicines Policy.

Admission of a child with medical needs is dependent on LA insurance for medical procedures and staff capability.

MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Governing body's duty to monitor the effectiveness of the school's SEND Policy in practice.

TRAINING

In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff on taking up a post are made aware of the school's SEND policy. New staff will meet with the SENDCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENDCos regularly attends BEP schools SEND meetings and SENDCo Net. The SENDCo has completed the Post Graduate Certificate for Coordinating SEND.

FUNDING FOR SEND AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools will be expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

ROLES AND RESPONSIBILITIES

SENDCo

The key responsibilities of the SENDCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising a on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Head teacher

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The head teacher, SENDCO and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The head teacher, SENDCO and governing body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

Head teacher will ensure that the SENDCO has sufficient time and resources to carry out his / her functions. This will include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

STORING AND MANAGING INFORMATION

All records containing SENDsitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

REVIEWING THIS POLICY

This policy will be formally reviewed annually. *RepreSENDtatives of parents of pupils with SEND and pupils themselves will be part of this process.*

ACCESSIBILITY

The school publishes an accessibility plan (see website) which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the **school curriculum** i.e. *teaching and learning, participation in after-school clubs and school visits.*
- improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. *improvements to the physical environment of the school and physical aids to access education.*

The Accessibility Plan will be reviewed annually.

DEALING WITH CONCERNS AND COMPLAINTS

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The School acknowledges the difference between a concern and a complaint however, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

BULLYING

We are an inclusive school and work every day to create a safe, secure and happy environment for all children, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.