



Kingsway Primary School

SEND Policy

Contents

Section 1: Overview of the policy

Section 2: Aims

Section 3: Identifying special educational needs

Section 4: A Graduated Approach

Section 5: Criteria for exiting the SEN register/record

Section 6: Supporting pupils and families

Section 7: Supporting pupils at school with medical conditions

Section 8: Monitoring and evaluation of SEND

Section 9: Training and resources

Section 10: Roles and responsibilities

Section 11: Storing and managing information

Section 12: Reviewing the policy

Section 13: Accessibility

Section 14: Dealing with complaints

Section 15: Bullying

SECTION 1: Overview of the policy

Person responsible for SEN: Mrs. Harriet Ikin (SENCo)

Mrs Harriet Ikin is a part of the Senior Leadership Team (SLT), and has been SENCo since April 2015. Under the Children and Families Act 2014 and SEND Code of Practice, the SENCo must achieve the National Award for SEN (NASENCo Award) within 3 years of becoming SENCO. The SENCo achieved the Award in November 2016.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- The School's single Equality Scheme
- Schools SEN Information Report Regulations
- 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

This policy was created by the school's SENCO in liaison with the SLT, SEN Governor, all staff and parents of pupils with SEND.

SECTION 2: Aims

Definition and Aims

All teachers are teachers of children with Special Education Needs. We at Kingsway Primary School are committed to meeting the special educational needs of pupils ensuring that they make progress. In line with our school "Mission Statement" we aim to

- Provide a safe and happy atmosphere in which all individual's specific needs are catered for.
- Provide an inclusive and stimulating environment which will inspire a love of learning, motivating and supporting each child to achieve their personal best.
- Provide a broad, balanced and relevant curriculum in order to help children develop enquiring, imaginative and creative minds.

- Promote self discipline and acceptable behaviour through respect and tolerance for one another and to show that each individual is valued.

The SEN aims of the school:

- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a Special Education Needs Co-Ordinator (SENCo) who will work with the SEN Inclusion Policy
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community
- Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
- Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

'A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.'

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

Special Education Provision Means:

'For children aged two or more, 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.'

Kingsway Primary School will have due regard for the Special Educational Needs and Disabilities Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The school also considers what is NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 3: Identifying Special Educational Needs

The school will use Trafford's Graduated Approach documentation as a guide to their entry criteria for the SEN register.

Categories of special educational need

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil 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.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs

and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

SECTION 4: A Graduated Approach to SEN Support

Early identification of pupils with SEND is a school priority. At Kingsway Primary School children are identified as having SEN if they do not make adequate progress once they have had intervention and high quality personalised teaching. Children can be identified through a variety of ways including the following:-

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing below age expected levels
- Child making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies i.e. Occupational Therapist, Trafford Sensory Impairment Support Service, Social Care, SALT
- Health diagnosis through paediatrician
- SEN diagnostic assessments
- Observations of the child
- Reference to Trafford's Graduated Approach guidance

The school will use a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex an assessment by an external professional will be pursued e.g. by an Educational Psychologist or Speech and Language Therapist.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Kingsway Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers'

understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The National Curriculum Inclusion Statement states that:

- teachers should set high expectations for every pupil, whatever their prior attainment.
- Teachers use appropriate assessment to set targets which are deliberately ambitious.
- Potential areas of difficulty should be identified and addressed at the outset.
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Intensive support will call upon more specialised individuals and tailored interventions. There may be a Teaching Assistant (TA), Teacher, Learning Mentor or staff from an outside agency working with children either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts (through a Provision Map).

SEN Support

The 2014 Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (described above). At this stage the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, more specialised assessments from external agencies and professionals may be sought. Once this process has been completed a child may receive more specialised support (See the **Assess, Plan, Do, Review** cycle). This support does not replace quality first teaching but should complement it and give the children skills that they can then apply in learning.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

At this stage the decision will be made about what additional provision is required.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents will be informed and are encouraged to be part of this process.

Do

Additional provision/intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They 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.

Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil

Parental Input

The class teacher will meet with parents at least on a termly basis (this could form part of Parent's Evening) to discuss the child's needs, support and progress. Individual Provision Maps will be shared and will inform parents/carers of:

- What Provision the child is receiving
- How often
- By Whom

- Outside Agency Involvement
- How progress will be assessed.

If further information is required about the provision then the school's SENCO is available to discuss the support in more detail.

Provision Maps

Interventions are available for all 4 areas of need outlined in the 2014 SEND code of practice.

Provision will be mapped annually; then reviewed and adjusted termly. Provision is identified by the school's SENCO, in collaboration with the literacy and numeracy coordinators and senior leadership team.

The Range of Provision

The main methods of provision made by the school are:

- Education in classes, through high quality teaching, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher/teaching assistant/outside agencies
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Provision of specialist resources

Referral for additional support/specialist services

The school recognises the important contribution that external support services make in assisting assessment. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- School Health
- Health Visitors
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Gypsy, Romany and Traveller education
- Trafford SEN Advisory Service (SENAS)
- Refugee and Asylum Seeker Support
- Trafford Sensory Impairment Support Service

Appropriate referral documentation (SARF/CAF/other agency-specific referral forms) will be completed as and when is necessary.

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school (including the 'Play and Stay' group at Christ Church, Davyhulme)
- The LA
- Specialist Services
- Health Service
- Education Welfare Officer
- Social Services
- Sure Start
- Other groups or organisations

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHC Plan) will be taken at a progress review.

The application for an EHC Plans will combine information from a variety of sources including: Parents, Teachers, SENCO, Social Care and Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

a. Following Statutory Assessment, an EHC Plan will be provided by Trafford Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual

review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SECTION 5: Criteria for exiting the SEN register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then children should be removed from the SEN register. The class teacher will monitor ongoing progress whilst supporting the child through high quality teaching.

The school will use Trafford's *Graduated Approach* documentation as a guide to their exit criteria for the SEN register.

SECTION 6: Supporting pupils and families

At Kingsway Primary School we believe that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to Trafford's Parent and Young People Partnership Service (PYPPS) where specific advice, guidance and support may be given.

Parents will also be encouraged to find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service.

Admission Arrangements

Trafford LA manage the admissions process for all children at Kingsway, except Nursery (see separate policy). The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.

Kingsway Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

Transition

Before starting at Kingsway, all parents/carers and children are invited to look around the school and talk to any relevant staff. There is also a 'New Parents Meeting' for Parents/Carers of children in the EYFS held in the Summer Term before the September intake. Home visits are also carried out for all Nursery children and children new to Reception in September.

Transition to Kingsway Primary School:

We aim to ensure a safe and happy transition for all of our children. Parents/carers are invited to visit school and meet staff. Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximise the pupils' learning, health and wellbeing.

As a child enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly what is expected from school and home.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit pupils in their current school when necessary.

Transition from Kingsway Primary School

Transition to High School and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason we work closely with our partner high schools and have developed a comprehensive package to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement, including:
 - National test results
 - Individual Pupil Provision Maps
 - Recent School Reports
 - Reports from outside agencies
- Discussion with families from Year 5 at Annual Reviews or at a Parents' Evening
- An opportunity planned for families to visit the new school

- Work with the children in the classroom about 'changes' as part of our work on Social and Emotional Aspects of Learning (SEAL)
- A programme of planned visits by the pupil to their High School during the spring / summer term in year 6
- Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.

Children with identified SEN will be assessed for additional time in line with the Standards and Testing Agency guidelines and applications will be submitted where appropriate. Children with an EHC or Statement are automatically eligible for additional time.

SECTION 7: Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please see the school's separate policy for Supporting Pupils with Medical Conditions.

Mental Health

Some children may have social, emotional and mental health concerns, be Looked After Children (LAC), have experienced significant life events such as loss or separation, life changes or traumatic events such as domestic violence, abuse, etc. A key area of development for these children is developing emotional resilience.

Our aim is to intervene well before mental health problems develop. Our school promotes positive mental health through: a committed senior leadership team, an ethos of setting high expectations for all pupils with consistently applied support, co-ordinated support through the SENCO and school's Learning Mentors, commitment to the development of play therapy support and clear systems to help staff identify children with or at risk of developing mental health problems and a clear approach to promoting health and wellbeing of all pupils (through the use of SEALs materials).

SECTION 8: Monitoring and evaluation of SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback, including parents meeting with staff 3 times per year.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO, subject co-ordinators and the Leadership Team
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Analysis of Intervention data
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting targets
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- Governors' reports
- The LA SEN moderation process
- The School Development Plan
- Feedback from Pupils, Parents and Staff

In evaluating the success of this policy, the school will consider the views of: Teaching Staff, Parents, Pupils and External professionals.

SECTION 9: Training and resources

Kingsway Primary School receives funding for pupils with SEN in these main ways:

1. The **Mainstream Allocation** which includes our notional SEN budget
2. The delegated **notional SEN budget** (based on the LA formula) covers the additional support required for pupils at School Support.
3. **High Needs Funding**: Specific funds allocated to pupils with Statements or an Educational Health Care Plan or additional funding and support needed from the LA High Needs Block.
4. Some SEN pupils may also receive **Pupil Premium Funding**; however this is not to provide SEN Support.

The SENCO regularly accesses training outside of school, liaises with other SENCOs in Trafford and attends termly SENCO forums.

One of our TAs is trained in delivering Speech and Language Therapy programmes written by the Speech and Language Therapists on a regular basis.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching through planned training events.

SECTION 10: Roles and responsibilities

SENCO

Our named SENCO is Mrs Harriet Ikin.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a Looked After child has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 pupils and their parents are informed about options and a smooth transition is planned
- working with the Headteacher 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 SEN up to date

Governors

Our named SEN Governor is Susan Morford

The Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEN policy
- Have a named Governor for Special Educational Needs

The **Head Teacher** will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEN. The Head teacher will work closely with the School's SEN Co-ordinator.

Class Teachers

The 2012 Teaching Standards make clear the national expectations for all teachers.

Teachers will already be doing most of what is expected of them, with regards to SEN, as it is covered in these teachers' standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
(5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them).
6. Make accurate and productive use of Assessment

The teacher should:

- Deliver high quality teaching as the cornerstone to effective SEN progress
- Focus on outcomes for the child: Be clear about the outcomes wanted from any SEN support
- Use the SENCO strategically to support the quality of your teaching and evaluation of support
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to support their progress

Class teachers supported by SLT/SENCO should make regular assessments for all pupils in order to identify pupils making less than expected progress given their age and individual circumstances.

All Teaching Assistants are involved in supporting children with SEN.

Teaching Assistants (TAs) are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and close gaps in performance. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.

At Kingsway Primary School we believe TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Other roles and responsibilities

Named Safeguarding Officer and designated LAC lead is our Head teacher Mr Iain Lewis.

The school's Learning Mentor is Miss Jane White.

SECTION 11: Storing and managing information

The school will record the steps taken to meet pupils' individual needs. The SENCO and Pupil Support Team will maintain the records and ensure access to them. In addition to the usual school records, the pupil's action file will include:

- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Information collected about a child's SEN is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's parents/carers, the Headteacher or the SENCO. Confidential information regarding a child's SEND is kept securely in a locked filing cabinet in the Year 5 classroom. The Action File, and confidential information from it, should not be removed without permission.

Each class teacher should maintain a class SEN folder. This should contain copies of IEPs, reports from outside agencies, relevant background information and examples of work/other evidence, which is updated on a termly basis and supports the termly review and target setting procedure.

SECTION 12: Reviewing the policy

The Headteacher and SENCO oversee the school's SEN policy and policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Next Review: December 2017

SECTION 13: Accessibility

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from substantial disadvantage. The school has an Accessibility Plan which forms part of our overarching Equality Scheme and is published on the school's website.

The Accessibility Plan is anticipatory - thought is given in advance to what disabled children and young people and adults at the school might require and what adjustments might need to be made to prevent that disadvantage.

The school car park has an identified Disabled Access parking space.

SECTION 14: Dealing with complaints

We hope that reasons for complaint seldom occur. However should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher and SENCo.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Head teacher. The complaints procedure should then be followed. The SEN

Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

SECTION 15: Bullying

As a school we have a robust Behaviour Management and Anti-Bullying Policy in place in order to prevent bullying in all forms (including cyber-bullying). Having an identified SEN can make children more vulnerable to incidents of bullying. School staff will have due regard to this.

The school takes part in Anti-Bullying week each year as well as using strategies such as SEAL and Circle Time to address issues around Behaviour and Bullying. In addition the pupils have a voice through the School Council.

Other relevant policies and documentation (available on the school's website and on request at school).

Date agreed by Governors: _____

Signed: _____ Chair of Governors

Signed: Headteacher

Date of review: