



SEN Policy

Policy for Special Educational Needs

At Park View Primary School we recognise that our children are at the centre of our work and that the school exists for them. All members of our school community will be respected, feel valued, and value others. With this in mind, we work hard to identify and remove all barriers that may impede our children in meeting their true potential and to create a culture that works to remove prejudices and increase understanding in relation to people with disabilities.

We recognise that the needs of our children are wide and varied. Some of our children may require extra help and support throughout their time in school, whilst others may need a little extra support for a short period to help to overcome more temporary difficulties. Person centred planning is at the heart of Special Educational Needs at Park View.

Our Mission

- produce happy, confident, independent children who are well prepared for the future;
- motivate every child through a rich educational experience;
- recognise every child's worth and potential through all their achievements;
- ensure that parents, teachers and children are all part of our team and enjoy their time at our school;
- provide pastoral care, support and promote values which embrace our diverse community;
- have high academic and personal expectations for all our children;
- emphasise the importance of learning and understanding other cultures from an early age;
- ensure that our highly motivated team are open to learning through continuous professional development;
- establish a courteous, caring and self-disciplined community which embraces the principal that every child matters.

Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (2014)
- SEND Code of Practice 0 – 25 (2015)
- School SEN Information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding policy
- Accessibility policy and plan
- Teachers Standards (2013).

Rationale

At Park View Primary School, we believe that **every** teacher is a teacher of **every** child including those with special educational needs and disabilities. We endeavour to meet the needs of all children as effectively as possible, whilst providing a caring, happy and secure environment where each child's true potential can be fulfilled. We work with "the whole child" by giving consideration to the child's academic, physical, emotional and social needs.

We are committed to narrowing the attainment gap between SEND and non-SEND children where appropriate, ensuring they meet their personalised targets. This will include the provision of learning interventions developed on an individual needs basis and focusing on achievable outcomes. We carefully monitor progress and work in partnership with parents and outside agencies to ensure we raise the level of achievement of all our children. We are committed to creating opportunities to enable all of our children to succeed. This is achieved by promoting positive feelings of self-worth, high esteem, confidence and mutual respect. We are committed to an inclusive practice to ensure that all of our children can work happily and cooperatively alongside each other.

Decisions on the admission of pupils with an Education Health Care Plan (EHCP) are made by the Local Authority, in consultation with the school. The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

At Park View Primary School **every** child is equal, valued and unique. We provide an environment where all children feel safe and can reach their full potential.

Aims

"The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas, for some, the road they have to travel towards the goal is smooth and easy, for others it is fraught with obstacles."

The Warnock Report, 1978

At Park View Primary School our aims are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To provide all children with a broad, balanced and differentiated curriculum to meet their individual needs
- To encourage every child to reach their full potential in all areas of school life
- To identify those children with difficulties and provide appropriate support

Our SEND Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide good quality and regular training for staff in relevant areas of SEN
- Evaluate the impact of staff training and provision / intervention programs
- Raise the aspirations of, expectations for and achievements of all pupils with SEND
- Identify, as early as possible, and provide for all pupils who have special educational needs and additional needs
- Achieve maximum inclusion of all children whilst meeting their individual needs
- Regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations, provision maps and IEPs
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Work within the guidance provided in the SEND Code of Practice (2015)
- To ensure that all children have a full access to the school curriculum through provision of differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities
- Develop good relationships with parents / carers to ensure pupils with SEND are supported well both at home and at school
- Work effectively with a range of other external agencies
- Make good links with other mainstream primary schools, secondary schools, and special schools.

Definitions

Definition of Special Educational Needs and Disability (SEND)

Park View Primary School acknowledges that the central issue of the policy for Special Educational Needs and Disabilities is that of raising achievement for all. In addressing curricular provision for children the school recognises that, as stated in the Warnock Report:

“The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different.”

The Warnock Report, 1978

For the purposes of this policy we have used the term Special Educational Needs and Disabilities as defined by the Special Educational Needs and Disability Code of Practice: 0-25, implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice DFE, 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people

Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Identifying Special Educational Needs and Disabilities

The SEND Code of Practice 2014 suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.

The **Special Educational Needs and Disability Code of Practice: 0 to 25 Years** identifies four broad areas of Special Educational Needs:

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

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. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. 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.

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. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that:

“Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should 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. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

At Park View Primary School, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher. We recognise that there are factors which may impact on progress and attainment other than SEND, these may include issues in relation to:

- 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 active Serviceman/woman
- Being a member of a Travelling community

At Park View Primary School, we recognise that pupil's individual circumstances can affect whether or not they need additional educational support and whether or not they, at a certain point in time, have a special educational need. As such, the SEND register is fluid and regularly reviewed and updated.

We recognise that early identification and intervention is paramount in responding to children who need additional help. Progress of all of our children is assessed on a regular basis throughout the year and regular meetings are held with class teachers and the senior leadership team (SLT) to discuss who may need extra support. Once this is identified, appropriate intervention is put in place. The child's response to these interventions will determine whether additional support is needed.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. In discussion with the parents, child and teaching staff, individual targets are set and a Learning Support Plan (LSP) or Pastoral Support Plan (PSP) may be written up by the class teacher. It may be discussed at this point whether consultation with outside agencies will provide a more specialised and targeted support for the child.

A Graduated Approach to SEND Support

At Park View Primary School, we follow the Assess, Plan, Do, Review model set out in the SEND Code of Practice, 2014, and adopt a graduated approach to SEN Support.



The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered, and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, teaching assistant (TA), Special Educational Needs Coordinator (SENCO), parents and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the personalised learning may involve group or one-to-one teaching away from the main class teacher.

They will work closely with TAs to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of the plan; it will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHCP). This document will describe a child's SEND and the provision recommended. EHCPs can involve the Local Authority (LA) providing extra resources to help a child.

These could include extra funding to support the child in school, specialised equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, and possibly other professionals.

All children at Park View Primary School have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include learning objectives, which are shared and revisited during the lesson.

Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning, taking different learning styles into account.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Four Step Approach

To enable all children to achieve their personal learning outcomes, Park View Primary School uses a four step approach when providing support. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school.

Stage 1: No additional support (Quality First Teaching)

Stage 2: Low level of additional support (Short term intervention)

Stage 3: High level of additional support (SEN Support)

Stage 4: Exceptional Support (EHCP)

Stage 1

No additional support (Quality First Teaching)

Where children achieve the learning outcomes appropriate to their age and ability, through Inclusive Quality First Teaching.

Park View Primary School recognises that there are a number of children who are achieving the learning outcomes appropriate for their age despite a disability or additional need. However, it is important that teachers and support staff are aware of this need in order to provide the appropriate support. These children are known as Stage 1.

Stage 2

Low level of additional support (Short term intervention)

These are children who are beginning to show some signs of emerging needs. These children are not making adequate progress, despite having access to a differentiated curriculum. They may have additional needs, but are not identified as having special educational needs. These children will have access to time – limited, teacher planned interventions or resources such as Numicon, extra guided reading sessions, 1:1 reading, social intervention.

Timely intervention would ensure that they move back to the ‘Stage 1’ category in the majority of cases. For some children there may be a period of time when the support gradually intensifies.

Stage 3

High level of additional support (SEN Support)

These children are not making adequate progress, despite having access to differentiated curriculum and intervention.

The school may seek the advice and assessment of other agencies. Following assessment, a decision will be made as to what support the child needs. It could include sessions of 1:1 support. A LSP or a PSP will be drawn up and the child will be recorded as ‘SEN Support’.

There may be the possibility of a future EHCP Referral for these children.

Stage 4

Exceptional Support (EHCP)

These are children who have complex and long term needs and who have an EHCP or who will be referred for an EHCP assessment in the near future.

Learning Support Plans (LSP) and Pastoral Support Plans (PSP)

Our approach to Learning Support Plans (LSP) and Pastoral Support Plans (PSP) is as follows:

- LSPs/PSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- LSPs/PSPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets.
- LSPs/PSPs will be based on informed assessment and can include the input of outside agencies
- LSPs/PSPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- LSPs/PSPs will be reviewed at least termly by class teachers in consultation with the SENCO, parent/carer and pupil
- LSPs/PSPs will be time-limited – at termly review

- LSPs/PSPs will be clear about what the pupil should be able to do at the end of the given period
- Targets for an LSPs/PSPs will be arrived at through:
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with other professionals

Managing Pupils Needs on the SEN Register

At Park View Primary School, we ensure that pupils who are on the SEND register are receiving the appropriate provision and we assess and review this through:

- ❖ Tracking the progress of pupils through the whole school tracking system.
- ❖ Pupil progress meetings.
- ❖ Termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil.
- ❖ Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan or LSPs/PSPs and regularly maintaining and updating LSPs/PSPs and plans relating to interventions.
- ❖ Termly review of LSPs/PSPs where evidence of targeted support is used to review progress, identify next steps and create a new plan.
- ❖ When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services.
- ❖ When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.
- ❖ Any agency referral documentation is completed by the SENCO. This could include referrals to any of the agencies listed above.
- ❖ Annual review of Statements or EHCPs as prescribed in the SEND Code of Practice 2014. All stakeholders are invited to be involved in the Annual review.

Criteria for Exiting the SEN Register

When tracking pupils' academic progress, the SLT, SENCo and class teachers consider 3 main points:

- Whether children have achieved their termly targets.
- Whether they still fall below age-related expectations.
- How well children with SEND have made progress in relation to the rest of their year group.

Some children (for example, those with an EHCP) may remain on the register throughout their time at Park View Primary School. Others may exit the register if it is agreed at the review stage of the

Assess, Plan, Do, Review model that an intervention has achieved all its desired outcomes, and barriers to the child's learning have been removed to the satisfaction of parents/carers, school staff and external professionals.

Supporting Pupils and Families

Park View Primary School will support pupils and their families by:

- Ensuring that staff in school are easily contactable and available to liaise with parents.
- Ensuring that parents and pupils have easy access to the LA local offer through the schools own website.
- Ensuring that families are provided with links with other agencies to support both the family and the pupil when appropriate.
- Parents are sign posted to services that will meet the needs of their own child.
- Ensuring that families are able to access information about admission arrangements.
- Ensuring that families are informed about access arrangements for tests when necessary.
- Planning effective transition between phases and key stages and arranging additional visits or social stories where necessary.
- Ensuring parents are able to access the policy for managing medical conditions of pupils.

Supporting Pupils at school with Medical Conditions

Any children with medical conditions at Park View Primary School are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- ❖ If a child with a medical condition at Park View Primary School also has a special educational need (SEN) and an EHCP, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
- ❖ Park View Primary School has a medication policy with forms in the office to be completed in every case.
- ❖ Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, allergies and other conditions, is provided for staff and regularly updated.
- ❖ Procedures are in place for medical emergencies.
- ❖ All staff have briefings about children's needs.
- ❖ Excellent ratios of staff with first aid training are maintained.

- ❖ Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epilepsy, diabetes, asthma, tracheostomy and vent training.
- ❖ The school has a policy for managing the medical conditions of pupils.

Monitoring and Evaluation of SEND

Park View Primary School monitor and evaluate the effectiveness of the provision carried out in the following ways:

- Classroom visits by SLT.
- Tracking pupil progress using assessment data.
- The assessment of progress made by intervention groups.
- Scrutiny of planning by the SLT.
- Pupil interviews when setting new LSP/PSP targets or reviewing existing targets.
- Parent and pupil views through annual reviews of EHCPs and Statutory Assessments.
- Monitoring LSPs/PSPs and LSP/PSP targets, evaluating the impact of LSPs/PSPs on pupil's progress.
- Termly review of provision map.
- Meetings between the SENCO and Governor responsible for SEND.
- SEND report to Governors.

Training and Resources

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working.

In order to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This training will take account of The School Development Plan and Performance Management. The training can be provided by:

- SLT
- The SENCO
- Outside agencies e.g. Occupational Therapy
- Co-ordinators within the school
- BEST Trust
- Other suitable training courses provided by reputable organisations specialising in SEND

The school's SENCO regularly attends the LA's SENCO network meetings, in order to keep up to date with local and national updates in SEND.

The school works with a variety of support services to obtain advice and extra support for the children with special educational needs. These services act in the following ways:

- To give advice to teachers and TAs
- To support curriculum development for children with additional educational needs
- To aid the identification, observation and assessment of individual pupils, identified as having or possibly having additional educational needs
- To advise on the use of technology, including information technology, for pupils with additional educational needs
- To give direct teaching/practical support for classroom teachers
- To support the professional development of teachers in working with pupils with additional educational needs and the development of the school's policy on additional educational needs.

Roles and Responsibilities

The Governing Body - Safeguarding, inclusion and behaviour governing sub-committee

Chair: Nadia Suleman

Vice Chair: Donna Marcus

Associate member: Rachel McClean

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENCO, analysis of data and visits to school.
- The Governing Body is responsible for the admissions arrangements of the school. It fully recognises its duties in admitting pupils with identified special needs.

The Senior Leadership Team

Executive Head Teacher: David Stephens

Head of School: Emma Udall

Deputy Head Teacher: Rachel McClean

Assistant Head Teacher: Kathryn Gaskell

Acting Assistant Head Teacher: Joanne Smith

Responsible for:

- The day-to day management of all aspects of the school, this includes the support for children with SEND.
- Being a Designated Teacher with specific Safeguarding responsibilities.

The SENCO

SENCO: Rachel McClean

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Being the Designated Safeguarding Lead Teacher with specific Safeguarding responsibilities.
- Ensuring that parents are:
 1. Involved in supporting their child's learning.
 2. Kept informed about the support their child is getting.
 3. Involved in reviewing how they are doing.
- Liaising with other people who may be coming into school to help support a child's learning e.g. Additional Needs Team, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teachers

Responsible for:

- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENCO know as necessary.
- Writing LSPs/PSPs, and sharing and reviewing these with parents at least twice per year.
- Ensuring that all staff working with children in school are helped to deliver the planned work / programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. It is the role of the class teacher to provide high quality class teaching for all pupils.

"The class or subject teacher should remain 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 or subject teacher, they should still retain responsibility for the pupil. They should 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 should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support."

SEND Code of Practice 0-25 years, p.101 para 6.52

SEND Teaching Assistants

Responsible for:

- Keeping records up to date.
- Regularly feeding back to the teacher so that this can be fed into planning and target setting.
- Contributing to pupil progress and annual review meetings.

Out of school club staff

Manager of Out of School Club: Rebecca Watson

Deputy: Jane Pestell

Responsible for:

- Being a designated adult with specific safeguarding responsibilities.
- The day-to day management of the 'Out of School Club', this includes the support for children with SEND.

Parents

As a school we welcome the involvement of parents in our work for all our children and recognise the vital role that parents play in supporting their children's education.

Parents are treated as equal partners and we encourage a close partnership with our parents through our 'Open Door' policy. School has positive attitudes to parents and strives to ensure they understand procedures and are aware how to access advice and support. Parents are involved in supporting the target setting process and are provided with guidance on how to help their children at home.

Children

Children are encouraged to participate in the decision making process including the setting of targets and contributing to LSPs/PSPs.

Links with Other Schools

Advanced planning for children in Year 5 is essential to allow appropriate options to be considered. Our SENCO liaises with the SENCO from receiving secondary schools to ensure that effective arrangements are in place to support children at the time of transition. When children move to another school their records will be transferred to the receiving school.

Our SENCO also liaises with other SENCOs from the Bury College Education Trust (BCET) to compare and ensure provision is of a high standard within our setting.

Storing and Managing Information

- All documents are stored in a locked cabinet.
- All documents no longer required are shredded prior to disposal.
- Record keeping procedures follow the school's confidentiality policy.

Complaints

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher (in the first instance), then the SENCO or SLT. It is policy at Park View Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education. Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Head of School or are available on our school website. Confidentiality is always observed.

Anti-bullying

Instances of bullying are extremely rare at Park View Primary School, however the school has an Anti-bullying Policy in place with clear procedures for dealing with any issues when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning.

Reviewing the Policy

This policy will be reviewed annually, or before if required.

Rachel McClean – SENCO

Reviewed February 2022