



Pensby High School Special Educational Needs and Disabilities Policy

Policy Number:

Version:	1
Ratified by:	PPD & WB Committee of the Governing Body
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Policy Lead:	Emma Price
Name of responsible committee and SLT lead:	PPD & WB K Flanagan
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Equality Impact Assessment	On the policy

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Record of changes to this document

Changes approved in this document by:	Date:
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Consultation with Stakeholders

List of key individuals/committees or groups this policy has been for consultation

Name of individual/committee Chair	Stakeholder involvement	Date

Record of changes to this document

Changes approved in this document by:	Date:
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Section Number	Amendment <i>(shown in Bold italics)</i>	Deletion	Addition	Reason

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Name of committee Chair	Stakeholder involvement	Date

A - INTRODUCTION

1) GUIDING PRINCIPLES AND OBJECTIVES

At Pensby High School we believe that: -

- All pupils share the legal right to a broad, balanced, relevant curriculum, which is differentiated to meet individual needs. Where necessary reasonable adjustments will be made in line with the Equality Act 2010.
- All pupils should have the opportunity to participate fully in every area of the school community without regard to race, religion, gender, sexual orientation, educational ability or physical disability.
- The needs of all pupils who may have Special Educational Needs and disabilities (SEND) must be addressed and there should be a flexible and staged structure of planning and provision for meeting SEND.
- There is a collective responsibility shared by all our teachers and teaching support staff to provide a progressive and enriching education for all our pupils including those with any learning, physical, sensory or emotional difficulties.
- Opportunities for home-school liaison should be encouraged, developed and maintained.
- When necessary and appropriate, we will draw on the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual pupils.

In brief

All teachers are teachers of Special Educational Needs and disabilities (SEND).

Provision for a pupil with SEND should match the nature of their needs.

All pupils are entitled to differentiated learning opportunities.

All pupils can learn and make progress.

2) DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years states:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her.

This includes when the child or young person:

- has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.

Where a disabled child or young person requires special educational provision then they will also be covered by the SEN definition.'

The Four Categories of Special Educational Needs:-

- Cognition and learning
- Communication and interaction
- Social, mental and emotional health
- Sensory and/or physical

Children and young people's needs often fit definitively into one of the categories. However, it is recognised that some needs or difficulties may span across two or more categories. *Please refer to Appendix 1 for more detail on the four categories.*

B - MANAGEMENT OF PROVISION

1) IDENTIFICATION, IMPLEMENTATION and REVIEW of SEND

Identification of Pupils Needs

During the summer term before pupils start at Pensby there are several visits to Primary schools and meetings with parents or carers, pupils and staff. This interaction helps to identify pupils who may require support and provision when arriving in September.

During the first term all pupils will carry out standardised tests. These include:-

- CAT testing (cognitive ability tests)
- Spelling test (Single Word Spelling test)
- Reading test (NFER)

These tests do not require any prior revision or preparation.

In addition to the standardised tests, all pupils are monitored by their subject teachers. From the test results, observations and discussions with parents or carers and pupils an overall picture is made of the new intake. This helps us to determine the appropriate level of support for all individuals.

Criteria of SEND

All pupils across all year groups are monitored and reviewed at regular points by Subject teachers, Area Team Leaders, Heads of Learning and the Senior Leadership Team. Concerns are highlighted and referred to the SENCO if pupil progress is not as 'expected' especially in contrast with their peers and in comparison with their baseline data. When a significant gap is caused by an identifiable learning need from one (or more) of the four categories, the young person will be placed on the SEND register. The 'SEN Support' will allow the pupil to make the progress expected and to work to their full potential.

If a pupil has been identified as having a learning need from one of the four categories then this does not necessarily mean they will be placed on the SEND register. This will be dependent on their progress and meeting the appropriate criteria. This also applies to pupils who have been placed on the SEND register. When 'SEN Support' has allowed the child or young person to make expected progress they will be removed from the SEND register. Parents or carers will officially be informed of any changes.

SEN Graduated Approach

A graduated approach is used in the implementation of SEND provision at Pensby.

- **Level 1: Quality First Teaching** (non-register support)

Quality First Teaching - Subject teachers respond to all pupils and their needs within the classroom. This is primarily done through differentiation, whether pupils have or do not have a Special Educational Need. This approach meets the requirements of the majority of our pupils.

- **Level 2: SEN Support** (SEND register)

At level 2 – Pupils have a 'One Page Profile' or an 'Additional Support Plan'.

- **Level 3: Education Health Care Plan's** (SEND register)

At level 3 – Pupils have a 'Person Centred Plan'. This will be produced in collaboration with the pupil, parents/carers and relevant outside agencies.

The process for all 3 levels of the Graduated Approach is:

Assess

Plan

Do

Review

Overview of the Graduated Approach

Pupil is highlighted as 'Cause for Concern' as they are not making expected progress.

This could be by teachers, parents/carers, other school professionals or outside agencies.



Collation of information
(co-ordinated by the SENCO)



Determine appropriate level of support



Implementation of support

Level 1: Quality First Teaching
Differentiation
Appropriate advice and strategies
Effective use of resources within the classroom

Level 2: SEN Support
One Page Profile or Additional Support Plan
Utilisation of additional resources/skills
Access Strategies (individualised)
Consultation with Outside Agencies (where appropriate)

Level 3: Education Health Care Plan
This is a statutory assessment process and is the responsibility of the Local Authority. They collate, assess and make decisions relating to the issue of the EHCP.
EHCP (level 2 – no additional funding)
EHCP (level 3- additional LEA funding)
Person Centred Plan
Contact with Outside Agencies

Review
Pupil progress will be reviewed after every monitoring point (approx. every 6 weeks)



Termly Review Considerations
Is the pupil making expected progress?
Is the pupil meeting the outcomes set?
Is the pupil responding to the level of support given?
Does the level of support need to remain, increase or decrease?

Expected Progress/Attainment is:-
On target and/or making expected levels of progress
In line with their peers (from similar baseline points)
Preventing the attainment gap widening
Closing the attainment gap

C - W

1) WORKING WITH PARENTS/CARERS

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents or carers is often the crucial factor in achieving success. The active help and involvement of parents or carers is encouraged in our efforts to ensure a happy and satisfactory school career for their child. We try to ensure that a parent or carer feels confident and welcome in his or her relationship with the school whether in parents or carer interviews or in informal contact with the school.

Concerns which trigger different arrangements or additional provision in school are always discussed with parents or carers. Their knowledge and views are crucial in identifying needs, planning and reviewing provision. Parents or carers of pupils with SEND have the opportunity to meet with the SENCO and other staff prior to the child's entry to school and are urged to maintain contact.

Parents or carers will always be kept informed about their child's special educational needs and how they are met by the school in accordance with the recommendations outlined in the Code of Practice. Communications between the parents or carer and the school will be consistently maintained.

2) WORKING WITH PUPILS

Pupils who are placed on the SEND register at Level 2 or 3 will be involved in the One Page Profile, Additional Support Plan or Person Centred Planning process. The child or young person opinions and views are paramount to enabling the pupil to successfully meet or exceed their expected outcomes. The procedure will be dependent on the needs of the child or young person, and will allow for maximum opportunity to express their thoughts.

3) OUTSIDE AGENCIES

A number of outside or external agencies work with the SENCO and pastoral team in supporting pupils with SEND.

- Special Educational Needs Assessment and Advice Team (SENAAT)
- Autism Social and Communication Team
- Educational Psychology Service
- Child Adolescent Mental Health Service (CAMHS)
- Speech and Language Service
- Hearing Support Service
- Vision Support Service
- Specialist Support Team for pupils with medical and/or physical needs
- Education Welfare Service
- Minority Ethnic Achievement Service (MEAS)
- Health Service
- The LACES Team
- Parent Partnership

D) - ROLES AND RESPONSIBILITIES

- **The Governing Body** has the overall legal responsibility for determining the school's general policy and provision for pupils with SEND. They must have regard to the Code of Practice when carrying out their duties. The governing body appoints a member to have a specific overview of the school's work with regard to SEND via The Pupil Personal Development and Well Being Committee.
- **The Principal** is responsible for the management of all aspects of the school's work including provision for pupils with SEND. He/she keeps the governing body fully informed and holds the key strategic management role, which promotes and fosters developing policy and practice in the school.
- **The SENCO** is responsible for the day-to-day operation of the school SEND policy, co-ordinating efforts to meet SEND in the school in line with the Code of Practice and acting as a focal point for enquiries about SEND. The co-ordinator also carries responsibilities in contributing to the in-service training of staff, and in consulting parents or carers and the Special Needs governor.
- **Area Team Leaders, Subject Leaders, Pastoral Leaders** have the middle management responsibilities of planning and implementing SEND provision with their staff teams.
- **All Adults** carry key responsibilities for progress in teaching and learning within the school and in establishing the social context for learning. Teachers do have legal responsibilities in delivering and reviewing provision for pupils with a statement of SEND or an Education Health Care Plan.
- **The School Nurse** is the key person in dealing with health and medical issues, works with school staff and is a link to health authority professionals.
- **Non-Teaching Staff** include progress mentors for one to one support for a pupil whose statement of SEN or EHCP notes this provision. Progress mentors provide extra support for a variety of needs predominantly within the classroom working in conjunction with the subject teacher.
- **The Exams Officers** work closely with the SENCO to ensure pupils who could potentially meet the criteria for Access Arrangements receive their entitlement by following the guidelines provided by JCQ (regulatory body). The SENCO is ultimately responsible for organising and overseeing these assessments.

E - STAFF DEVELOPMENT

Staff development in school takes on many forms but the crucial point is that we establish a school culture in which staff are learning all the time and are willing to share successes and failures. In-service training needs related to special educational needs will be identified by the SENCO in consultation with individuals and line managers. The arrangement and provision of training to staff will help them develop skills and expertise in taking responsibility for the full range of learning and SEND within their classroom.

F - TREATMENT OF CONCERNS – COMPLAINTS

- Any concerns about arrangements or provision made should be discussed with the SENCO in the first instance.

The SENCO is Mrs E Price.

- If concerns persist, the parent or carer, child or young person may discuss matters with the Headteacher.
- A more formal complaint can be made following the School Complaints Procedure which can be found on the school websites.

G - EVALUATING SUCCESS

The governors will gauge the success of the policy by the achievements of pupils with Special Educational Needs and Disabilities.

In addition, evidence will be gathered regarding:

- Success of the identification process on entry in Year 7
- Staff awareness of individual pupil need
- Consultation with parents/carers
- Consultation with the child or young person
- Academic progress of pupils with special educational needs and disabilities.
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions

The SEND policy will be reviewed annually.

September 2016

APPENDICES

APPENDIX 1	Four Categories of Special Needs
APPENDIX 2	SEND referral form (for staff)
APPENDIX 3	SEND register criteria
APPENDIX 4	SEND information report

APPENDIX 1: Four Categories of Special Needs

COGNITION AND LEARNING

Specific Learning Difficulties (SPLD)

The child or young person may have a learning difficulty in one or more areas.

Specific learning difficulties include dyslexia, dyspraxia, and dyscalculia.

Moderate Learning Difficulties (MLD)

Learning takes place at a slower pace than their peers when acquiring skills and/or understanding concepts. This occurs despite differentiation.

In addition pupils may also have low self-esteem, low levels of concentration, speech and language delay and under-developed social skills.

Children or young people with **Cognition and Learning difficulties** may require:-

- More detailed differentiation
- More support in sequencing
- Chunking of work
- The use of practical and visual activities to support and consolidate learning
- Extra time for tasks
- Extra time for processing

The level of support will depend on the severity of the child or young person's cognitive difficulties, and whether there are any additional compounding needs.

COMMUNICATION AND INTERACTION

Autistic Spectrum Disorder (ASD) includes Autism and Asperger's syndrome.

The child or young person may have difficulty with communication, social interaction, imagination and inference.

They may be easily distracted or upset with change to their familiar routine or in response to certain stimuli.

If changes in the environment or structure of the lesson are going to occur then some forewarning for the child or young person may be helpful.

Precise and clear explanations can help to reduce confusion and/or anxiety.

Speech, Language and Communication Needs

Some children and young people may have difficulties expressing their opinions, ideas and thoughts.

They may have difficulty understanding what is being said.

Visual and/or hearing difficulties could also lead to communication difficulties.

Allowing and promoting alternative means to communicate should be encouraged.

The enrichment of oral language environments is valuable.

SOCIAL, MENTAL AND EMOTIONAL HEALTH

Difficulties with emotional and social development may lead to immature social skills.

The child or young person may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour.

They may find it challenging to maintain healthy relationships.

Some children and young people have recognised disorders e.g. ADD, ADHD, anxiety disorder, attachment disorder, autism, pervasive developmental disorder, bipolar disorder or schizophrenia.

Mental health difficulties can manifest in different ways such as:-

Low mood (depression or anxiety)

Conduct problems e.g. ODD, aggression, self-harm or eating disorders.

The SEN and Pastoral support teams work together to offer support for children and young people with emotional, social and mental health difficulties. They provide access to counselling and make referrals to the appropriate services such as Children and Adolescent Mental Health Service (CAMHS) depending on the needs of the pupil.

SENSORY AND/OR PHYSICAL NEEDS

There can be a wide range of sensory needs that affect young people and children across the ability range. Some pupils with a multi-sensory impairment will have difficulty with their hearing and vision causing further restrictions in accessing the curriculum.

Minor adaptations may be required to their physical environment, study programme or curriculum.

Effective use of support and advice from the Specialist Support Teams e.g. Hearing support service and Vision support service.

Some pupils with a physical disability will require on-going support and equipment to allow full access to the curriculum.

Reasonable adjustments should be made under the Equality Act 2010.

Disabled Children and Young People

The specific duties that early years providers, schools, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010.

The main points are:-

They **must not** discriminate against, harass or victimise disabled children and young people;

They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent disadvantage.

APPENDIX 3

Special Educational Needs and Disability Register

Outline of Criteria

Basic criteria for a pupil to be **placed on** the SEND register

- 1) They must **not** be making 'expected' age related progress over a period of 12 weeks **AND** they must be in **at least one** of the **four categories of need**.

The **four categories of need** are:-

- Cognition and Learning
 - Communication and Interaction
 - Physical and/or Sensory needs
 - Emotional, Social and Mental Health
- 2) There must be an official diagnosis of need with relevant documentation e.g. from a specialist teacher and/or health care professional.
 - 3) Wave 1 of the relevant Provision Map must have been implemented and monitored primarily.

Basic criteria for a pupil to be **removed from** the SEND register

- 1) They must be making age related progress over a period of 12 weeks.
- 2) Wave 1 support must be planned and ready to implement allowing the pupil to sustain their recent progress after additional intervention/support ceases.

Expected progress/attainment is:-

In line with their peers (from similar starting points)

Preventing the attainment gap widening

Closing the attainment gap

Additional Information

If a pupil has a 'diagnosed need' it does not mean they will automatically be placed on the SEND register. However, these pupils must go on the class context sheets.

We will have a '**shadow list**' for pupils who have additional needs but are making age related progress. Please note this is not an official register. It is a list so pupils do not get overlooked! There is only one register now!

Their needs are also identified to promote awareness and to allow for differentiation.

The progress of all pupils on the official SEND register **and** the Shadow list will be tracked and recorded by the SENCO after every monitoring point (approx. every six weeks).

If you have any concerns over a pupil then complete the SEND referral form and pass it to the SENCO.

Appendix 4: Special Educational Needs and Disability Information Report

PENSBY HIGH SCHOOL

One of the greatest challenges facing schools is the provision for appropriate learning opportunities for all pupils. Within schools there are pupils who experience barriers to learning as a result of their disability, additional needs and social grouping.

We, as a school, are responsible for ensuring that all pupils have the opportunity to succeed, whatever their individual needs and the potential barriers to their learning may be.

Information and Guidance

Who should I contact to discuss the concerns and needs of my child?

SENCO:
Mrs E Price

If you have any concerns about your child then the Special Educational Needs Co-ordinator (SENCO) will:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

Form Tutor,
Class teacher,
Pastoral
Support Team

You can also speak to your child's Form Tutor, Class teacher or any member of the Pastoral Support team. They will pass on any concerns to the SENCO.

Assessment, Planning and Review

How can I find out how well my child is doing?

On-going monitoring takes place by students' teachers to identify students who are not making progress and/or who have behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents, additional support may be provided. This could be in targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage. This additional support is documented in a Person-Centred Plan, a Provision Map Profile or a School Support Plan. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties. In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further external expertise may

be requested.

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Progress Mentors are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Intervention

What support could my child receive to help them access learning and the curriculum?

Access to learning support staff

- In core subjects
- In practical subjects
- For group work
- Before school, during break, lunchtime and afterschool
- Rolling programme of literacy intervention

Strategies to support and develop literacy

- Focused reading lessons, with group, paired or 1:1 reading
- Accelerated Reader programme
- Small group intervention programmes
- Access to specialist dyslexia teachers/structure programme
- Ability setting throughout all years starting in Year 7

Strategies to support/develop numeracy

- Small group intervention programmes

- Ability setting throughout all years starting in Year 7

Provision to facilitate and support access to the curriculum

- Specific Learning Difficulties (dyslexia) Resourced Provision.
- Short-term withdrawal from class depending on need

Strategies/support to develop independent learning

- Mentoring by Progress Mentors/Key Workers
- Individual and/or small group programmes working on study skills
- Homework club
- Planners for all year groups
- Visual timetables for class/and or individual students where necessary.

Intervention

What pastoral support could be provided to meet the needs of my child?

Strategies to support the development of students' social skills and enhance self-esteem

- Lunchtime clubs
- Mentoring
- Quiet room available lunch/break time
- Social skills work

Mentoring activities

- Nurture chats by Progress Mentors
- Pastoral support mentoring
- School reward system
- Form Tutors

Strategies to reduce anxiety/promote emotional wellbeing

- Transition support, visits and events
- Reduced modified timetable
- Individual support from Pastoral Staff
- Regular contact and liaison with parents as necessary

- Open door policy

Strategies to support/modify behaviour

- School sanctions and reward system as set out in School Behaviour Policy
- Pastoral Support Plans report process
- Behaviour Support Services: Outreach Facilities
- Mentoring

Support/supervision at unstructured times of the day

- Break time - safe haven
- Lunch clubs - safe haven
- Trained staff supervising during break periods

Personal and medical care

- Individual Health Care plans for students with medical needs

Accessibility

How will the school ensure that my child has equal access?

Access to strategies/programmes to support occupational/physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum
- Modified equipment as recommended by specialists

Access to the school building

- Adaptations to the school site as required to increase accessibility.

Access to activities outside the classroom/school trips

- Provisions will be made as required to meet individual needs

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Liaison and Communication with Professionals and Parents

- Regular meetings as required

- SENCO available at all parents evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual students
- Sensory Support
- Educational Psychologist, School Nurse, and any other relevant professionals attend at regular intervals to see specific students

Access to Medical Interventions

- Use of individualised Health Care Plans
- Referral to CAMHS
- Liaison with the School Nurse

Transition

How will the school help my child move to a new group/year group or to a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving groups/forms in school: Information shared with new teacher.

In year 6 - 7 transition: The SENCO will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

Our SENCO has the National Award for Special Educational Needs Coordination.

FURTHER INFORMATION about support and services for students and their families can be found in:

- The Local Authority Local Offer at <http://localofferwirral.org/>
- SEND Code of Practice 2014 - The Department for Education

Appendix 1 - Standard Equality Impact Assessment Tool

The Equality Impact Assessment Tool (EIA) is designed to help you consider the needs and impact your policy or document could have on the equality of individuals and groups. This EIA must be completed by the Policy Author and attached to the policy document when submitted for authorisation and ratification.

Name of Policy or Document: Special Educational Needs and Disabilities Policy		
Name of Author: Emma Price		
Who is this policy aimed at: Whole School Community To provide information to parents, carers and the community what SEND support is offered at Pensby High School		
Description and aims of the policy/service change:		
Date EIA Completed: 25 April 2016		
Nature of the Change	Yes/No	Details of adverse impact identified
Does the policy/Service change affect one group less or more favourably than another on the basis of:	No	If yes to any of the following a full EIA must be completed
Race or Ethnicity	No	
Nationality	No	
Culture or Heritage	No	
Religion, Faith or belief	No	
Sexual orientation, transgender Gender Reassignment	No	
Age	No	
Mental Health	No	
Physical, sensory or Learning Disabilities	No	
Homelessness, Gypsy/Travellers, Refugees/Asylum Seekers	No	

For advice in respect of answering the above questions, please refer the draft policy to SLT for discussion.

I declare that in assessing the proposed documentation/change I have identified that there is unlikely to be an adverse impact on different minority groups.

Name: Emma Price Post: Inclusion Manager / SENCo

Signature: _____ Date: _____

Contact Number: 0151 342 0570