

# FARLEY HILL PRIMARY SCHOOL



## Inclusion Policy

|                                                                     |                             |
|---------------------------------------------------------------------|-----------------------------|
| Governing Body Responsibility:<br>Curriculum and Learning Committee | Approved: September 2025    |
|                                                                     |                             |
|                                                                     | Next Review: September 2026 |

## Contents

|                                                               |    |
|---------------------------------------------------------------|----|
| 1. Aims .....                                                 | 3  |
| 2. Legislation and guidance .....                             | 3  |
| 3. Definitions .....                                          | 3  |
| 4. Roles and responsibilities .....                           | 4  |
| 5. Identifying pupils with SEN and assessing their needs..... | 5  |
| 6. Monitoring arrangements .....                              | 14 |
| 7. Links with other policies and documents .....              | 14 |

---

## 1. Aims

Our Inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**It is the policy of the Governors of Farley Hill Primary School to admit children with a wide range of different abilities and needs, wherever reasonably possible.**

The Governing Body and staff are committed to inclusion. We aim to engender a sense of community and belonging. We believe that all children and adults should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all can flourish and feel safe.

## 2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision, beyond what is Ordinarily Available, to be made for them. See Wokingham's Ordinarily Available Provision document: <https://wsh.wokingham.gov.uk/learning-and-teaching-support/senco-hub/ordinarily-available-provision>

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools i.e. Ordinarily Available Provision (see above).

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is Claire Logan.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Actioning Ordinarily Available Provision for those children who require it
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND Inclusion policy

#### **4.5 All staff**

- All staff have a responsibility to be particularly aware of any safeguarding concerns with regard to children with SEN as their difficulties may compromise their understanding of consent. Staff need to be aware that:
- Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.
- The Governing body should ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
  - communication barriers and difficulties in managing or reporting these challenges.
  - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.
- Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO or the named person with oversight for SEND in a college.
- The DSL or DDSL will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
- Staff will be alert to the potential need for early help with regard to safeguarding for children who have SEN (whether or not they have a statutory EHCP).

## **5. Identifying pupils with SEN and assessing their needs**

### **5.1 Identifying need**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

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

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

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline Assessment Results on entry to FS2
- Progress measured against the end of EYFS descriptors
- Progress measured against the objectives in the National Curriculum: English and Maths
- Year 1 Phonics Screening and NFER test results
- National Curriculum descriptors for the end of a key stage
- KS2 end of academic year QCA tests
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health Care Plan (EHC Plan) of SEND
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the child may be recorded as needing either:

1. Quality First Teaching in the classroom
2. School Support with the involvement of external agencies.
3. Education Health Care Plan (EHCP)

### **1. Quality First Teaching**

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, resources and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class (unless very rapid changes to provision are needed to accommodate need) and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Code of Practice 0-25, that is, progress which:

- Closes the attainment gap between the child and his/her peers

- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support, as described in Wokingham's Ordinarily Available Provision document, has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at School Support level may need to be made.

2. School Support provision would be indicated where there is evidence that, despite Ordinarily Available Provision being put in place, there is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The children at School Support are:

- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there may be scope within the Individual Education Plan (IEP) for each child to have individual target/s.

These children will have provision for their common needs in a small group, with possibly some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and/or supported by a Teaching Assistant.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo.

A child receiving School Support will have an Individual Support Plan (ISP) and/or Individual Behaviour Plan (IBP).

These documents form a child-centred and individual record for the child and contain targets and actions taken to meet them. Further information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies is held centrally in the child's file in the main office, by the SENDCo in the SEN cupboard and in the class teacher's SEN File. Recommendations from these assessments will be used to inform planning.

School Support includes the involvement of specialist services. A variety of support strategies can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

3. If a child has an Education Health Care Plan (EHC Plan), monitoring of targets will be carried out on a regular basis at an ISP/IBP review meeting. Significant achievements and difficulties will be recorded. The SENDCo will look at the monitoring information on a termly basis and adjust the provision for the child, if appropriate.

Reviews of ISPs/IBPs will take place as and when necessary, on a regular basis, usually termly. Parents/Carers and, whenever possible, their child, will be invited to contribute and will be consulted about any further action.

Children with an EHC Plan will have individualised provision which will be identified in their EHC Plan.

Regular monitoring will take place for any child at School Support/EHC Plan.

### **School request for an EHC Plan**

For a child who is not making adequate progress, despite a period of support at School Support, and in agreement with the parents/carers, the school may request the LA to carry out an Assessment in order to determine whether it is necessary to draw up an EHC Plan.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel – SEND Panel - makes a judgement about whether or not the child's needs will continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education Health Care Plan (EHC Plan)**

A child who has an EHC Plan will have additional support that is provided using the funds made available through the Plan.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made either to the EHC Plan or to the funding arrangements for the child.

## **5.2 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

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

We will formally notify parents when it is decided that a pupil will receive SEN support.

For a child who has special educational needs and disability already identified, a transition passport meeting will be held prior to the child starting at school. The SENDCo will attend this meeting if the school, nursery or the parent thinks it is appropriate. Transition passport meetings will also be held annually in the Summer Term for those children with an EHC Plan to ensure a smooth transition to the next class.

Regular curriculum workshops are offered for parents/carers to attend.

Parents'/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request at other times or contact the school via email or phone.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **5.4 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to, including Alternative Provisions/Home Tutors.

FS2 staff will meet with staff from local nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after these meetings. Where necessary, the SENDCo will arrange another meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue which needs further clarification, the SENDCo will telephone to further discuss the child's needs.

Children transferring from Farley Hill Primary School will take with them their assessment folder, which gives details of particular needs and additional provision made by the school. The SENDCo will discuss these children with other schools on request. Those children who are vulnerable to managing a change in school setting e.g. children with Autistic Spectrum Condition (ASC) will have a transition plan which follows the LA guidelines.

## 5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Staff at Farley Hill Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best learning environment for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with special educational needs will be part of this process.

Information regarding interventions used can be found in our SEN Information Report.

## 5.6 Adaptations to the curriculum and learning environment

Detailed information about adaptations to ensure accessibility of the curriculum can be found in our Accessibility Policy and Wokingham's Ordinarily Available provision document:

<https://wsh.wokingham.gov.uk/learning-and-teaching-support/senco-hub/ordinarily-available-provision>

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.7 Additional support for learning

Mrs Bailey, Mrs Hall, Mrs Elliott, Miss Collin and Mrs Castle are Higher Level Teaching Assistants (HLTAs) and are trained to NVQ level 3 in Child Care. Mrs Best is our EYP in the Nursery and is trained to Level 3. Mrs Bailey has a BA (Hons) in 'How children learn and develop' and is our trained Nurture Assistant. They all support children at School Support or with EHC Plans, alongside other TAs.

Teaching assistants will support pupils on a 1:1 basis or in small groups as appropriate and will be given training to support their work.

We work with the following agencies to provide support for pupils with SEN:

The Educational Psychologist offers online 'surgeries'.

Specialist, direct teaching/observation/assessment from the LA's Learning Support Service is used where the school does not have the necessary in-house expertise.

Teachers from the Sensory Consortium work in school to support children with sensory needs i.e. Hearing or Visual Impairment. Class teachers work alongside these specialist teachers.

The SENDCo liaises regularly with a number of other outside agencies, for example:

- \* Foundry College aka Behaviour Support Team
- \* Education Welfare Service

- \* School Nurse
- \* Paediatricians
- \* Speech Therapy
- \* Physiotherapy
- \* Occupational Therapy
- \* Addington Outreach Support Service
- \* The Grove Outreach Support Service for Speech and Language
- \* Daisy's Dream Bereavement Service
- \* Alternative Provisions , if needed

Parents/carers are informed if any outside agency is involved and invited to attend meetings, where appropriate.

### **5.8 Expertise and training of staff**

Our SENDCO has 35 years' experience in this role and has also worked as a class teacher in all KS1 and KS2 year groups, as well as fulfilling her SEND duties.

They are allocated 4.5 days a week to manage SEN provision.

We have a team of 18 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Speech and Language Therapy interventions, managing behaviour, working with children with Specific Learning Difficulties, ADHD and ASD, Therapeutic Thinking techniques.

We use specialist staff for Nurture provision, alongside an HLTA with Nurture Assistant qualifications.

### **5.9 Securing equipment and facilities**

Part of the school's SEND budget is allocated to resourcing, both permanent and disposable. Where the budget allows, specialised resourcing is purchased to meet individual needs. Outside agencies are also contacted for ideas re: resourcing and loan of specialist equipment, where necessary.

A sensory room has been installed and is in use throughout the day.

### **5.10 Evaluating the effectiveness of SEN provision**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and suspensions. We use this data to set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment.
- An increase in the percentage of children recorded as having Special Educational Needs and Disability attaining expected progress from the end of KS1 to the end of KS2.
- A reduction in the number of behaviour incidents and suspensions

We report progress against these targets to the Governing Body, who in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEND provision as determined by the Code of Practice 0-25.

In December, the SENDCo provides information to the Governing Body about the numbers of pupils receiving special educational provision through School Support and EHC Plans, as well as any pupils for whom an EHC Plan has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head teacher will report on any whole school developments related to inclusion, at the same time, and will ensure that the Governors are kept up to date with any legislative or local policy changes.

The Governors' Annual Report to parents/carers will include the details of SEND provision as determined by the Code of Practice 0-25.

SEND and Inclusion is an agenda item at Curriculum and Impact Sub-Committee meetings on an annual basis. The Sub-Committee will then report to the whole Governing Body.

The SENDCo will meet termly with the SEND and Inclusion Governor to discuss inclusion and current SEND concerns. The SEND and Inclusion Governor will lead Governor monitoring of the Inclusion policy through sampling and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes relevant to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice and inform the 100 day SEND Action Plan.

Formal and informal target setting for all pupils takes place daily, termly and within each Key Stage. Percentage targets are set for children to achieve expected standards at the end of KS1 and KS2. We aim to ensure that all pupils leaving at the end of KS2 achieve age-appropriate levels. Our success in all these areas is evaluated annually and reported to parents/carers in the Governors' Annual Report.

The policy itself will be reviewed annually by the school's SENDCo and SEND Governor.

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

- Termly Pupil Progress meetings
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENDCo
- Using provision maps and Arbor Progress Tracking documents to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All pupils are encouraged to go on our residential trips to Condover and Ufton Court and we adapt their stay to meet their needs where possible.

All pupils are encouraged to take part in sports day, school plays, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our arrangements for the admission of disabled pupils ensures that:

- We liaise with Wokingham Local Authority, to ensure that all pupils whose education, health and care (EHC) plans which name the school will be admitted before any other places are allocated, if we feel we can substantively meet their need within the current class structure.

To prevent disabled pupils from being treated less favourably than other pupils, we have a strong equality of opportunity policy, weekly PSHE lessons and school values that ensure equity for all.

In order to help disabled pupils access our school, it has been designed to give good wheelchair access e.g. Lifts to access the upper floor, disabled toileting and showering facilities, adjustable food technology equipment, wide corridors. We also provide good lighting and safety arrangements, risk assessments, good acoustic provision, safe spaces, sensory room.

Our school's accessibility plan can be found on our website or by clicking on this link:

<https://primarysite-prod-sorted.s3.amazonaws.com/farley-hill-primary-school/UploadedDocument/d71d3ac4-5aa7-42c2-aefa-5ea187927a33/accessibility-reviewed-sept-21.pdf>

Further details about this plan can be found in our SEND Information Report, where information is given about:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Parliament
- Pupils with SEN are included in Nurture support where necessary, which is reviewed at 6 weekly intervals.
- All pupils and staff are included in our Behaviour Policy and Statement of Behaviour Principles which we embody in all aspects of school life.

We have a zero-tolerance approach to bullying.

### **5.13 Working with other agencies**

As mentioned in 5.7, there is a wide variety of external agencies that we work with to ensure our children with SEND make good progress. The class teacher, SENDCo and/or Head teacher will co-ordinate support from these agencies in partnership with parents and children as part of our assess, plan, do, review approach.

### **5.14 Complaints about SEN provision**

Regular communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, however, parents/carers are able to make a complaint to the Head teacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedures, available from the school office, set out the steps for making a complaint in more detail.

Complaints about SEN provision in our school should be made to the class teacher in the first instance.

If this does not resolve the issue, they should raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspension
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.15 Contact details of support services for parents of pupils with SEN**

Wokingham SEND Dept: [sen@wokingham.gov.uk](mailto:sen@wokingham.gov.uk)

SENDIASS: [sendiass@wokingham.gov.uk](mailto:sendiass@wokingham.gov.uk)

### **5.16 Contact details for raising concerns**

Please address concerns to the class teacher via the Office email: [office@farleyhill.wokingham.sch.uk](mailto:office@farleyhill.wokingham.sch.uk)

Concerns that then need to be addressed by the SENDCo should be sent to:  
[senco@farleyhill.wokingham.sch.uk](mailto:senco@farleyhill.wokingham.sch.uk)

The Head Teacher can also be contacted via the Office email listed above or at  
[Head@farleyhill.wokingham.sch.uk](mailto:Head@farleyhill.wokingham.sch.uk)

### **5.17 The local authority local offer**

Our local authority's local offer is published here: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo, Claire Logan **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

## **7. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Safeguarding Policy
- Equality Statement
- Supporting pupils with medical conditions policy and/or Intimate Care Policy
- Behaviour Policy and Statement of Behaviour Principles