



Special Educational Needs and Disabilities (SEND) Policy

This policy was ratified on: May 2018

Implemented on: July 2018

Review date: July 2019

Signed by the Headteacher: _____

Signed by the Chair of Governors: _____

CAMBRIDGESHIRE COUNTY COUNCIL
LOCAL EDUCATION AUTHORITY
BASSINGBOURN COMMUNITY PRIMARY SCHOOL

Policy on Assessment of and Provision for Pupils with Special Educational Needs and Disabilities.

This policy looks at the nature, identification and management of Special Educational Needs and disabilities in our school. It has been agreed by the whole teaching staff and has the full agreement of the Governing Body. This policy was approved at the Education and Learning Committee Meeting of the Governing Body.

The implementation of this policy is an ongoing process involving the staff and governors.

Definition of Special Educational Needs and Disabilities (SEND)

Within this document the term Special Educational Needs and Disabilities is defined as in the Special educational needs and disability code of practice: 0 to 25 years (DFE-00205-2013. Released 2014)

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age:
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

AIMS AND OBJECTIVES

At Bassingbourn we are determined to meet the educational needs of **all** our pupils including those with special educational needs and disabilities.

Our School Aim

- Our school aim is that all children should be enabled to develop confidently to the best of their ability within the context of a caring community.
- All pupils whether they have special educational needs or not, must have equal opportunities to participate in the full curriculum of the school including the National Curriculum. They will be encouraged to become independent and learn to take responsibility within the school.

- Some children may have disabilities which prevent them from making full use of our school facilities. We aim to give these children individual consideration and make special provision for them, working in partnership with others where necessary.
- Everyone in the school community, Governors, staff, pupils and parents have a positive, active part to play and views of all stakeholders should be sought and taken into account.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age.

We seek to ensure that:

- Individual needs of pupils are identified and met as soon as possible.
- Pupils with Special Educational Needs and Disabilities (SEND) are given individual consideration and suitable provision is made for them.
- Where needed, Individual Education Plans (IEPs) provide structured and specific SMART targets for pupils with Special Educational Needs.
- Work in class is appropriately differentiated and reasonable measures taken through Quality First Teaching (QFT).
- All pupils, whether they have Special Educational Needs and Disabilities or not, have access to the full curriculum of the school, including the National Curriculum, and all activities.
- We have genuine communication and partnership when working with parents.
- We listen to the voice of the child and involve pupils with SEND in the planning of their education.
- We raise the achievement of **all** pupils.

Roles and Responsibilities

There is a whole school responsibility for meeting special educational needs.

SEND Co-ordinator (SENCo) - Miss V Tyas
 SEND Governor - Miss Sarah Oliver

Governors;

Have a statutory duty to pupils with special educational needs. Appropriate resources should be secured by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs. A lead Governor has responsibility for liaising closely with the SENCo and Head Teacher. This Governor should attend training where appropriate and keep the Governing body informed of all matters relating to special educational needs.

Special educational needs items will be regularly discussed at the Governor's sub-curriculum committees.

Head teacher;

Has overall responsibility for:

- The management of the policy;
- The assessment and provision for pupils with special educational needs;
- Keeping the governors informed;
- Liaising with external agencies including the educational psychology service and other support agencies, medical, social services and voluntary bodies.

Any complaints about general or specific provisions will be referred to the Class teacher in the first instance. If the issue is not resolved then it shall be referred to the SENCo and finally the Head Teacher.

Staff: by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, pupil, parents and other agencies and by participating in appropriate training.

- Identifies that a pupil has special educational needs;
- Records appropriate differentiation and strategies before a child is identified as SEND;
- Implements reasonable measures under QFT techniques.
- Liaises with the SENCo as appropriate;
- Plans what each pupil should learn;
- Teaches pupils at all stages;
- Deliver inclusive quality first teaching;
- Implement reasonable measures to cater for a pupil's individual need;
- Sets and monitors the programme of work that TAs follow;
- Assesses and records whether learning has occurred using school records and assessment sheets;
- Liaises and works in partnership with parents of children with special educational needs.
- Implements the school's special needs policy.

Special Needs Co-ordinator (SENCo);

- Oversees the school's special needs policy;
- Maintains the school's special needs register and Provision map;
- Oversees the records kept by class teachers on all pupils with special educational needs, and which form a part of the pupil's individual educational or behavioural plan;
- Advises teacher, when necessary, on how pupils might meet planned learning objectives;
- Co-ordinates provision for pupils with special needs and supports teachers in the writing of I.E.Ps and undertaking reviews;
- Liaises and works in partnership with the parents of children with special educational needs;
- Liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Visual Impairment Service, Educational Welfare Service, Multi-cultural Education Service, medical and social services and voluntary organisations;
- Contributes, with support from outside agencies, to the in-service training of staff and governors;
- Liaise closely with the Head Teacher, Senior Leadership Team and the SEND Governor
- With support of the SLT oversees the work of Teaching Assistants in supporting pupils with special educational needs;
- Has appropriate release time to manage SENCo responsibilities;
- Uses ICT for recording and analysing assessments and for tracking progress;
- Manage the SEND budget and use it to best support all children all have a Special Need or disability.

Teaching Assistants;

Teaching assistants play a vital role in working with whole class, small groups and individual children to support or extend. They support children to develop their hygiene and social skills, encouraging independence in these areas. They carry out IEP targets and feedback progress or difficulties to the teacher, SENCo or outside agencies. They are required to adapt tasks to an appropriate differentiated level when needed. They work with parents, pupils and all staff as a team; to identify, assess and support all children. They will also be required to liaise with parents under the direction of the class teacher. Behaviour will be managed through a positive approach. Records will be kept of progress and training undertaken when needed.

Lunch Time Supervisors;

- Will inform the Head teacher of any concerns regarding individual children;
- Support the special needs and disabilities policy of the school;

- Maintain consistency of any programme for particular children whose needs have been made known by the Class teacher.

Lunch time supervisors should be made aware of any physical, medical or sensory problems a child may have.

Pupils:

- Will be encouraged to actively participate in their own target setting and take responsibility for their own learning;
- Have their own personal perceptions of their own difficulties considered;
- Be encouraged to treat their peers with respect.

The role of the Local Authority (LA)

Where a child is experiencing significant difficulties and is not making progress the LA may become involved.

It is the role of the LA to consider whether or not formal assessment leading to a Statement of Educational Need or Education Health and Care (EHC) plan is necessary.

If appropriate they should make a statement and arrange, monitor and review provision.

Admissions Policy

The currently agreed admissions policy of the governors makes no distinction as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. The only exception would be in the rare case 'where a child's inclusion would be incompatible with the efficient education of other children' (Education Act 1996, SEND Code of Practice 2015).

In the case of pupils with a statement of special educational needs, the Head Teacher and Special Educational Needs Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil.

No pupil can be refused admission solely on the grounds that s/he has special educational needs or because the school feels unable to cater for his/her particular special educational needs.

At Bassingbourn the statutory infant class size limit of 30 pupils will be observed by the governors with the two exceptions:

- pupils could be admitted to attend mainstream lessons but be registered at a special school
- Throughout the academic year pupils with a SEND statement or Education Health and Care (EHC) plan could be admitted and counted as an exception for the rest of the academic year of admission.

(Such exceptions can only be made by the Admissions Authority and cases must be referred to the admissions officer for the area.)

The school is committed to inclusion for all pupils and follows the procedures of the SEND Code of Practice (2015) and the disability Code of Practice (2002)

Special Facilities

- There is access to the school for children in wheelchairs;
- There are toilet facilities for disabled pupils.
- There are ramps and handles for wheelchair users or pupils with balance difficulties.

Allocation of Resources

The governors, through the Finance Committee will allocate funds to meet the needs of pupils with special educational needs. At the meeting of the Governing Body which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA under special needs headings in the Section 42 Statement and Standards Fund, and to the amounts allocated for special needs in the proposed school budget. The annual report to parents will also include this information.

The Head Teacher will manage the funds allocated by the governors to meet the differing needs of pupils in the school with special educational needs.

The governors require that optimum use be made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

In-Service Training of Staff and Training for Governors

In drawing up the staff development and training programmes, the Head Teacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's In-service training plans for special educational needs will be reported to the governors, and will include details of training for teachers, the Special Educational Needs Co-ordinator, Teaching Assistants and other ancillary staff.

The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LA, Primary Support Service and other schools to devise and share training opportunities.

The governors will include training on special educational needs, responsibilities, assessment and provision when drawing up their own plans for governor training.

Identification of Special Needs and disabilities

The school has a graduated response to providing help for pupils with special educational needs. This approach is recommended by the SEND Code of Practice (2015) and adopted by Cambridgeshire LA for the identification of provision for pupils with special educational needs. The advice of specialists will be sought when needed.

The graduated responses are based on the principles that:

- Provision for a child with special educational needs should match the nature of their needs;
- There should be regular recording of the pupil's special educational needs, the actions taken and the outcomes.

The needs of the majority of the pupils will be met through the school based stages:

Level 1 Catch up - via Quality First Teaching (QFT) through an inclusive classroom with differentiation and reasonable measures taken to cater for the pupil's needs. Pupils may need a short catch up intervention completed by class teacher during non-teaching times for example; assemblies, registration or whole school activities.

Level 2 Catch up – Identified pupils who need a short term intervention to fill gaps in learning. This can be completed via Teaching Assistant, Class Teacher or outside services. This can include Speech and Language early support for lower Key Stage 1.

Level 3 Booster – Identified group of children requiring some extra support to boost their progress, taught by either the class teacher or specific specialist booster teacher whilst the remainder of the pupils of the class are taught by a specialist teacher for a particular subject.

Level 4 SEN Support – Identified children who pupil's progress is not satisfactory after Level 1 and 2 has been implemented. The school will consider advising the LA that a Statutory Assessment might be necessary. There may be a need for Teaching Assistant or outside agencies or services to be involved to support in delivering one or more interventions to cater for the pupil's needs. Pupils will have specific targets identified on an Individual Education Plan (IEP).

Level 5 - Education Health and Care (EHC) plan. The LA Services or agencies will be involved to implement an individual education plan to meet the pupil's needs.

At Bassingbourn School we aim to identify an individual special need as early as possible in order to prevent the emergence of a more acute need later on in the pupil's career.

Pupils may be identified as having a special educational need by a teacher, by a parent or carer, or by other professionals such as a social worker or community health worker.

Concerns should be voiced directly to the Head Teacher and SENCo as soon as possible.

If the initial expression of concern has not come from the parent or carer, the parent or carer will be told as soon as possible and their views will be sought before any action is taken.

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil.

We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

Pupils in Key Stage 1 are identified by Teacher Assessment, Foundation profile (reception) and the results of standardised tests in numeracy and literacy (end of Year 1 and 2)

Pupils in Key Stage 2 are identified by Teacher Assessment, mandatory or optional end of year tests produced by QCA.

When a pupil is identified as having a special educational need, his or her name will be placed on the school's list of Special Educational Need on the school's Central Computer. This will ensure that the pupil's progress will be reviewed at least termly by those concerned with the particular pupil. Progress on the National Curriculum will be noted.

Assessment

In assessing the special educational need of any pupil we will seek to identify the specific areas of strengths and weaknesses.

This will mean collecting information from a variety of sources:

From the school:

- Class records, including any from other schools, which the pupil has attended in the previous year
- National Curriculum Attainments
- Statutory Assessment Tests or Tasks (mandatory and/or optional)
- Standardised test results or profiles
- Records of achievement
- Reports on the pupil in the school setting
- Observation about the pupil's behaviour.

From the playgroup/nursery school:

- Observations about the pupil's behaviour
- Profile of the pupil's development.

From the parent:

- Views on the pupil's health and development
- Perceptions of the pupil's performance, progress and behaviour at school and at home
- Factors contributing to any difficulty
- Action the school might take.

From the pupil:

- Personal perceptions of any difficulties
- Relevant information that they wish to share
- Their opinion about how difficulties might be addressed (as far as this is possible considering the age, maturity and capability of the pupil.)

From other sources:

- Information already available to the school from health, social services or any other sources
- Where relevant the school will actively seek information from health and social services and other agencies closely involved with the pupil
- Where relevant the school will involve external specialists e.g. Primary Support Service Staff, Educational Psychologist, members of the hearing/visual impairment teams.

From this information a provision map will be drawn up to match resources/programmes to pupil's needs.

Provision

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class/subject teacher. Through careful planning the teacher will define what the pupil is expected to learn and any work to be carried out by the Teaching Assistants. Once the learning objective is defined a class teacher can seek advice from the SENCo on strategies which might be used to help a pupil achieve the learning objective. At Level 1-3 these will be recorded as Child Friendly Individual Education Plan (see Appendix 1) and as part of the teacher's normal planning and recording except for those children for whom it is felt that a more formal Individual Education Plan (IEP) is required. At Level 4 and above these objectives will be recorded on an IEP (see Appendix 2). It is always the responsibility of the class teacher to assess whether the objective has been achieved. Children who need additional support to manage their behaviour will have targets recorded and monitored using an Individual Behaviour Plan (see Appendix 3).

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials and taking into account the differing learning strategies of the pupils.

The class teacher will inform all those who teach a pupil with special educational needs of the need. If there is essential information or a pupil requires treatment or management different from that normally given to the other pupils, the class teacher will ensure that all those who are likely to come into contact with the pupil are appropriately informed.

Parents will be kept informed of their child's progress and involved in specific programmes of work where appropriate. The views of parents will be sought at all stages of assessment and provision. Together parents and teachers can build a far more complete picture of a pupil and his or her needs than can be done separately.

For the most part their class teacher will meet the special educational needs of pupils at Bassingbourn School within the classroom situation. However where it is considered beneficial to a particular pupil or a group of pupils to work outside their classroom situation, arrangements will be made, where staffing opportunities allow.

On occasions, and in agreement with parents / other specialist agencies, pupils may follow a reduced timetable / re-integration ladder / risk reduction plan in order to meet individual need.

Monitoring and Evaluation

- Class teachers will use the IEP forms to formally record and evaluate the progress of pupils identified. An up to date copy of each of these should be kept in the class SEND folder and the central SEND folders kept in the staff room.
- The SENCO and Assessment Coordinator will use the information gathered on Classroom Monitor (using SAT materials, standardised tests and APP) to monitor and analyse pupil progress.
- Parents will be informed and consulted about their children's progress through regular parent's meetings to share IEPs and discuss next steps in their child's learning.
- IEPs will be reviewed at least termly.
- The SENCO, in consultation with the Head Teacher, and where necessary, the Primary Support Teacher, will meet regularly with class teachers to update the SEND list. Where possible teachers will instigate a meeting once per half term.

Evaluating success

The governors will evaluate the success of this policy annually, and will consider and report on the effectiveness of the school's work on behalf of children with SEND.

In particular the governors will look at:

- The views of parents on the working of parent partnerships
- The effectiveness of the graduated responses in meeting needs
- How well pupils with SEND take part in the whole curriculum of the school
- How well pupils with SEND develop independence
- How well pupils with SEND take responsibility about the school
- How resources have been allocated to and between pupils with SEND
- Details of how many statutory assessments have been made and the involvement and time given by other specialists.

Key test for Action and Triggers for Intervention

The key test of the need for action is evidence that current rates of progress are inadequate. The SEND Code of Practice (2015) states that adequate progress can be defined in a number of ways. For example, it might be progress which:

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

Triggers Indicating the Need for Intervention at Level 4 Action

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers Indicating the Need for Intervention at Level 5 Action

Despite having had an individualised programme and/or concentrated support under Level 4 Action, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at national curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Use made of Teachers and Facilities from Outside the School

The Access to Learning, Specialist Teaching Team is based at Box No: SS1015, Babbage House, Castle Park, Castle Hill, Cambridge CB3 0AT and provides resources, support and advice. We also have access to specialists from the Visual and Hearing Impairment Units who assess, advise and monitor pupils. The Educational Psychologist is involved in assessing pupils and providing suggestions for programmes to help in a variety of areas.

Speech and Language Therapists are available to carry out assessments and provide programmes

The Community Paediatrician is available for assessment and advice.

Pupils may, if necessary, also be referred to a range of specialists dealing with such areas as behaviour, social skills or physical difficulties.

Links with other mainstream schools

There are links with Bassingbourn Village College, which include meetings with relevant Village College Staff and the Year 6 pupils and staff.

The SENCo from the Village College is invited to Year 5 and 6 reviews pupil's with Education Health Care Plans, if the pupil is intending to continue his/her education there.

There are also opportunities for the SENCo to meet the Village College SENCo and Year Tutor to discuss specific difficulties for pupils on the graduated response stages.

Visits can be arranged for pupils, particularly those with statements or specific problems, during the summer term so that they can become more familiar with the college environment.

Records and other relevant information will be passed on to all schools receiving pupils transferring for Year 7 and where possible the SENCo and/or Class Teacher will liaise personally.

Where pupils are transferring to or from a Special School the SENCo and/or the Class Teacher will make contact.

Other Links

The school has links with the Health and Social Services and there are regular meetings with the Educational Welfare Officer and the Head Teacher. These may include the SENCO and/ or Class Teacher if necessary.

Parent Partnerships

“Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEND to achieve their potential.” (The SEND Code of Practice 2015)

Bassingbourn Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision.

Together parents and Teachers can build a far more complete picture of a pupil and his or her needs than can be done separately.

Communicating and working with parents will involve:

- Having positive attitudes towards parents, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers.
- Recognising the pressures a parent may be under because of the child’s needs.
- Acknowledging the importance of parental knowledge and expertise in relation to their own child.
- Gaining parental permission before referring them to others for support.
- Informing them about support organisations and the Parent Partnership Service when SEND are identified.

Parents;

Have a responsibility to communicate effectively with professionals and so they will be encouraged to;

- Work in partnership with the school, through regular consultation, to help meet their child’s needs and through their input into the Individual Education Plan.
- Communicate regularly with the school to alert them to any concerns.
- Express their views every term by means of a questionnaire.
- Fulfil any obligations under home-school agreements.

Pupil Participation

“Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child”

(United Nations Conventions on the Rights of the Child).

At Bassingbourn we actively encourage and support pupil participation in all areas of school life. Pupils should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. In particular we:

- Ensure access for all pupils to all the activities within the whole life of the school.
- Value pupils contributions in class discussions e.g. during circle times and P.S.H.E.
- Acknowledge and respond to the need to the need for training and encouraging the pupils to take part in their education.
- Have a genuine commitment to pupil participation.

- Make special arrangements to help those pupils with specific needs, e.g. hearing impairment, communication difficulties.
- Value the role of the pupil in setting and monitoring progress and reviewing targets for his/her IEP.
- Encourage pupils to contribute to the Statutory Assessment Process, where appropriate.
- Encourage pupils to learn tools and use them in their work promoting independence and a responsibility of their own learning.
- Look to implement a Personal Centred Annual Review meeting where appropriate.

Note: "There is a fine balance between giving the child a voice and encouraging them to make informed decisions and overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements without additional support."(The Children Act 1989/The SEND Code of Practice 2015)

Summary (for inclusion in prospectus)

As a school we recognise that children may have particular educational needs at some time during their school life. These may cover a range of physical, behavioural, emotional and learning difficulties and may be for a short or extended period of time. The school has adopted the graduated response model of special needs assessment and provision recommended by Cambridgeshire LA. We value early contact with parents and co-operation in implementing programmes so that your child can fully benefit from the help available.

The South Cambridge Pupil Support Service is based at Box No: SS1015, Babbage House, Castle Park, Castle Hill, Cambridge CB3 0AT and provides resources, support and advice.

You can obtain a copy of the Special Educational Needs Policy on request. You can find a copy of the SEND Code of Practice 0 to 25 Years Jan 2015 at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

You can view Cambridgeshire's Local offer at: <http://www.cambridgeshire.gov.uk/send>

Complaints

If you have any complaint about the special educational provision for your child or about special educational needs generally, please do see the class teacher in the first instant. If you feel that the matter has not been resolved, then speak to the SENCo and subsequently the head teacher. If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs/governor/special needs committee of the governors, who will consider the complaint at their next meeting and contact you within five school days from the date of the meeting.

Child Protection Statement

At Bassingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

Equalities Impact Statement

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| 1. Has this policy fully considered the School's Equality objectives and statement? | Yes |
| 2. Are there any impacts of the School's Equality objectives and statement on this policy? | Yes |
| 3. If "Yes", are these clearly described and their impact assessed within the policy document? | Yes |