



Birchfield Road  
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Email: [ao@phoenixprimaryschool.co.uk](mailto:ao@phoenixprimaryschool.co.uk)  
Head Teacher: Mrs Terri Cheung

## Special Educational Needs and Disabilities (SEND) Information Report Updated October 2023

**SENCO (Interim) :** Diane Mills

**SEN Governor:** Yvonne Sutton

**Contact:** by email to [d.mills@Phoenixprimaryschool.co.uk](mailto:d.mills@Phoenixprimaryschool.co.uk)

or by telephone on 0151 228 3831

**Dedicated SEN time: 4 x day per week**

**Local Offer Contribution:** See School and Local Offer ([www.phoenixprimaryliverpool.co.uk](http://www.phoenixprimaryliverpool.co.uk))

### Our Approach as a school:

Phoenix Primary School is a mainstream primary school with a 30 placed Enhanced Provision for children with complex learning difficulties (CLD). We are committed to inclusion and have been credited with Liverpool Gold Inclusion Mark and are a National Flagship for Inclusion school. High quality first teaching and additional interventions are defined through our person-centred planning approach, which takes place across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer to all children in our care and what we support we offer in addition when needed. These discussions also serve to embed our high expectations amongst staff, about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. It is our whole-school approach to discuss aspirations and achievements with **ALL** of our learners. This report highlights how we ensure that this practice is embedded within our classrooms, our pastoral care systems and our support arrangements.

Underpinning ALL of our provision in school is the **graduated approach** cycle of:

All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** When assessing a child, school completes an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. Pupil's are also assessed using THRIVE, which scores their social and emotional development. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought alongside those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to, recorded and acted upon and responded to. Assessments are reviewed every half term in our school.

**Plan:** We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The Headteacher, teacher and SENCO agree





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in consultation with the parent and pupil any adjustments, interventions and support to be put in place as well as the expected impact on progress, outcome development or expected behaviour along with a clear date for review. We write One Page Pupil Profiles for our pupils with Special Educational Needs and review these as often as required but at least three times per year. Provision set out in the profile is agreed and reviewed and linked to our whole school provision map.

**Do:** The SENCO supports the class teacher by advising appropriate reasonable adjustments and advising on the effective implementation of support and in future or specific external assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants and specialist staff involved, to plan, assess, do and review the impact of support and how they can be linked to classroom teaching.

**Review:** Reviews are carried out on the agreed date and impact of interventions is discussed and next steps identified.

Children who have an EHCP (Education, Health and Care Plan) have regular reviews and updates in house and in partnership with the local authority school they are reviewed annually. These reviews are arranged at school and are part of the SENCOs role. Our meetings are child-centered reviews, which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share.

ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. When transitioning to another setting information passed on is shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes and approach. These are discussed with the professionals that offer support to the child and hold both our internal/external providers and ourselves to account.

### **SEND Needs:**

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

#### **Communication and interaction**

- Speech, Language and Communication Difficulties
- ASD (Autism and Asperger's Syndrome)

Across our whole school, there is a strong emphasis on communication and interaction. We work alongside speech and language therapists to deliver personalised programmes of support within the





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setting and have members of staff who are trained to support children with speech, language and communication difficulties. Children in this category may have difficulties on the Autistic Spectrum and we work closely with our Consortia and Traded Outreach providers to provide specialist support to pupils and their parents/carers.

Specific intervention to support:

- Lego Therapy
- Social Stories
- Language Talk
- Blank Level Questioning
- Sabotage
- NELI
- Derbyshire Language
- Chatta
- Colourful semantics.





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We work closely with Alder Hey to support targeted programmes and training and support for parents and staff.

Through Consortia, we access speech and language support for individual children, small groups and CPD for staff.

### Cognition and learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia.

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need.

We employ specialist teachers to deliver intensive and high-quality intervention.

For pupils who require an individualised approach to literacy and maths, school is able to implement precision teaching approaches to ensure that progress can be made at a pace that suits the pupil. We advocate the use of multi-sensory teaching approaches and systemic learning opportunities in order to support the learning and engagement of pupils with different learning styles.

We also use specific computer-based programs to enable further access to learning opportunities.

Teaching staff and support staff work closely with the SENCO to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

Specific intervention to support:

Read Write Inc (including Fresh start)

Mastering Number

Numbers Count

IDL Literacy

IDL Mathematics

Chatta





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Kim's Game

### **Social, emotional and mental health**

Anxiety

Depression

Self-Harming

Substance Misuse

Eating Disorders

Physical symptoms which are medically unexplained

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Disorder (ADD)

Attachment Disorder (AD)

Our whole School community recognises that some children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in different ways due to the impact of ACES. This led us as a school to introduce THRIVE and the use of VRFs and PACE.

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. At Phoenix Primary School we provide support for pupil's emotional, mental and social development in the following ways:

Daily check in systems to ensure children feel safe and secure and ready to learn

Daily meditation sessions

Using Zones of Regulation to remind children of strategies they can use to help them regulate their own feelings and emotions.

Identification of a key adult to deliver pastoral support

Individual Behaviour Plans and programmes of support





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Offering various pastoral intervention programmes such as LEGO therapy, Jewelry therapy, Socially Speaking, THINc, Boxall and THRIVE.

Accessing support from Outside agencies, such as Seedlings

Helping to develop self-esteem and well-being through the curriculum and conducting themed events

Maintaining robust anti-bullying practices and ethos throughout school

Maintaining a consistent and positive behaviour management approach throughout school

Being a School of Sanctuary and supporting our EAL parents and other vulnerable parents with workshops and well-being sessions.

Supporting parents and carers through EHAT

Employing a School Family Link Worker to support children and their families.

Running various parent/carer groups to promote the well-being of families

Conducting celebration assemblies weekly to recognise and reward the achievements of all pupils

Providing a stimulating, nurturing and inspirational learning environment throughout school;

Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises;

' Promoting our school community through social networking and sharing in our pupils' successes;

We are committed to THRIVE as a whole school approach. We have two qualified THRIVE practitioners and a further two members of staff currently undertaking training at present. Our qualified practitioners take a supportive role in school for children, families and staff. THRIVE is a rigorous, targeted, measured programme that we use to prepare children for life's emotional ups and downs. THRIVE gives strategies to help adults understand how to be and what to do with children's differing and sometimes challenging behaviours in order to help them engage with their learning. THRIVE supports, nurtures and closes the gap for our children who have additional emotional needs that they are struggling with. It gives children the ability to understand and express their emotions in an effective way, minimising behaviour issues and therefore a greater impact on learning outcomes.

- Mindfulness and meditation is timetabled in to the school day so to allow children to become more confident in using meditation and a strategy to regulate and to prepare them for learning.

Due to THRIVE being implemented as a whole school approach and staff having received training, thrive strategies can also be used within the classroom environment to further support children and





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support the work carried out during interventions, Teachers/LSAs) can also carry out small group/ 1:1 Thrive sessions as an early intervention to further support those children.

In addition to this commitment, staff use the PIVATS 5 PSED to implement strategies both in the classroom environment and through intervention groups to support children in their social and emotional development.

This accompanied with whole school training on mindfulness equips the teaching staff at Phoenix Primary school with the knowledge and skills to adequately support children in learning vital coping strategies to assist them on their journey through life.

We also have identified staff trained in Therapeutic Inclusion to target more pronounced difficulties in this area.

When appropriate, we can refer children to the school nurse and/or Alder Hey – either to a Community Paediatrician or to CAMHS (Childhood and Adolescent Mental Health Services) or other outside agencies for further professional support.

Specific intervention to support:

THINc therapy

THRIVE interventions as a whole class, a small group and 1 to 1.

THRIVE profiling

Lego Therapy

Think Yourself Great

Mouse Club (EYFS)

Yoga

Meditation

Roar rainbow

Feelings check ins

Zones of regulation





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### **Sensory and/or physical needs**

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability (PD)

Phoenix Primary School supports children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. Our Supporting Children with Medical Needs policy outlines how we arrange provision for pupils with medical needs. The SENCO works closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources. All staff are trained in Sensory Processing Difficulties and Sensory diets are implemented throughout the day. We have a Sensory room where sensory diets can be fulfilled as well as resources within each classroom depending on current need.

Staff have had training regarding supporting children and families with Attachment Issues. The SENCO can make referrals to Alder Hey for a range of services following discussions with parents/carers and the allocated school nurse team.

Specific intervention to support:

Sensory circuits

Sensory boxes

Sensory equipment in classes

Penpals

Start Write

Peg to Pen

Squiggle Whilst you Wriggle

Dough Disco







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Tummy Time ‘

Write from the start

**General provision in school**

Currently we have 71 children on the school SEND register. Of these 63 children have received or are receiving external support from other agencies. Of these 71 children, 28 are Enhanced Place Provision and 43 children are Mainstream.

Our 30 children within Enhanced Provision are working within our base, accessing a modified curriculum. Admissions to Enhanced Provision is by EHCP and allocated by SEND team within the Local Authority.

Currently we have 38 children supported with an Education, Health, Care Plan. There are 14 children receiving monitoring to apply for an Education Care Needs Assessment.

There is a monitoring list of 15 children who will join the SEND register if they require provision over and above our universal offer.

Internal monitoring of the quality of provision and assessment of pupils on the SEND register includes regular learning walks, half termly data analysis, lesson observations, pupil progress meetings, discussions with pupils, provision mapping, One Page Profile outcomes and reviews, annual reviews and whole school development planning.

External monitoring has included regular visits from Liverpool School Improvement SEN department and an inspection for National Inclusion Mark, where we were awarded Centre of Excellence for Inclusion.

**Co-Producing with children and parents/carers**

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

| Action/event   | Who's involved   | Frequency               |
|--|--|-------------------------|
| One pageprofile reviews.   | Parents/careres, pupils all staff  | Termly                  |
| EHCP annual reviews  | Parents/careres, pupils all staff, outside agencies and SENCO.                 | Annually                |
| Early Help Assessment Tool (EHAT) reviews.   | Parents/careres, pupils all staff, outside agencies and family support worker. | Every 6-12 weeks        |
| Meetings after assessment visits EG Educational Psychologist or Speech and language therapist. | Parents/careres, pupils all staff, outside agencies and SENCO                  | When needed             |
| Transition meetings (internal)   | Parents/careres, pupils all staff  | Summer term/when needed |
| Transition meetings (External)   | Parents/careres, pupils all staff,   | Summer term/when needed |





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|  | outside agencies, other schools, mental health and well-being practitioner and SENCO. |             |
| EYFS welcome meeting   | EYFS staff parents and careres, EWO, business manager.                                | Summer term |
| Informal person centred meetings that may take place in school or a setting of the participant's choice. | Parents/careres, pupils all staff, outside agencies and SENCO.                        | When needed |

**External Agencies**

We work alongside the following agencies through Consortia:

CAHMS (including Seedlings)

SENNIS

Together Trust

Other agencies we access for support include:

School Improvement Liverpool

Local Area Educational Psychologist

Local Area OT

Local Area Speech and Language Therapy

Sensory Service

Liverpool Autism Outreach Service

EMTAS

ESOL

School Health

EWO

Social Inclusion

Social Care

Parent Support Services

Housing

Benefit Maximisation Team

Daisy UK





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### Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

| Initials of staff member | Area of expertise   | Level of qualification  |
|--------------------------|---|---|
| TC                       | Leadership<br>Health and safety<br>Safeguarding<br>Well-being | BSc (Hons)<br>PGCE<br>NPQH  |
| AES                      | Curriculum and assessment                                     | BA(hons) Primary education<br>NPQSL                                   |
| CE                       | Pastoral, attendance, SEND.                                   | QTS degree level  |
| NC                       | EYFS, SEND in EYFS.   | QTS degree level<br>NPQSL   |
| DM                       | SEND<br>PSHE<br>P4C   | PGCE<br>NPQSL<br>NASENCO<br>THRIVE<br>Positive handling trainer       |
| JMO                      | THRIVE<br>Mental health and well-being<br>Forest school       | QTS degree level<br>THRIVE practitioner<br>Senior mental health lead. |





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|-----|----------------------------|---|
| GOR | SEND<br>EYFS<br>MFL        | QTS degree level  |
| ML  | SEND<br>Maths<br>Wellbeing | Diploma in Special needs<br>Certificate in counselling and psychotherapy.<br>Microsoft innovative educator. |
| SW  | SEND<br>THRIVE<br>SCERTs   | QTS degree level<br>NASENCO<br>THRIVE practitioner  |
| JC  | READING                    | QTS degree level<br>Reading recovery  |
| CF  | PE                         | QTS degree level  |
| HW  | EYFS<br>Art                | QTS degree level  |
| JK  |                            | QTS degree level  |
| KA  | PE                         | BA (hons) in Primary Education and PE<br>Emergent Leaders course  |
| JW  | EAL                        | STAR - Specialist teaching Assistant<br>NVQ Level 3 in children's childcare, learning and development       |





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|     |  |  |
|-----|--|--|
|     |  | HLTA<br>EAL Practitioner   |
| CS  | SEND<br><br>Computing<br><br>behaviour   | NPQSL (SEND modules)   |
| SYI | RE   | QTS degree level   |
| JP  | Premises manager   | Level 3 Diploma in Specialist Support for Teaching and learning in schools. Specialism being SEN, social, emotional, behavioural and physical.<br><br>Level 3 Outdoor First Aider<br><br>NCFE CACHE Level 2 certificate in Mental Health First Aid and Mental Health Advocacy in the Workplace |
| JH  | EAL  | HLTA<br>EAL practitioner   |
| EH  | SEND   | HLTA   |
| NK  | Family support worker'<br>THRIVE<br>Mental health and well-being<br>Safeguarding<br>Parent support | THRIVE practitioner  |
| JC  | Mental health and wellbeing  | Level 2 understanding mental health.   |
| NW  | Early years  | Level 2 and 3 Early years education.   |





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|    |   |   |
|----|---|---|
| KM | SEND<br>ASD<br>Mental health and well-being | Level 2 award in Therapeutic Approaches in School |
|----|---|---|

In addition the SENCO attends the School Improvement SEN Briefings which take place in November and March. These provide an invaluable opportunity to access new and relevant SEND information, alongside key updates, specialist training, support and advice  
 We also attend termly Consortia meetings to liaise with other schools to discuss needs of pupils and outreach providers we can access. Our Headteacher Susan Jones is Chair of this Consortium.

**Training**

Previous training for all staff has included:  
 P4C, Sensory training, positive handling, safeguarding, sensory circuits, Roar rainbow, THRIVE, Colourful semantics and Zones of regulation.

Training in the year to come will refresh these areas and will also cover PDA, ADHD, alternative communication, using social stories and comic strips in communication and overcoming trauma and attachment difficulties.

**Staff Deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. This includes opportunities for them to gain independence and prepare them for adulthood from the earliest possible age.  
 All classes have access to Learning Support Assistant support on a daily basis. In addition, the school has three HLTAs to support interventions for children at SEN Support. Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to target cohorts of children with specific needs or individual pupils. Their targeted support is decided at half termly progress meetings.

**Finance**

Our SEND budget is allocated in the following ways:

- Additional members of support staff.
- SENCO management and support time.
- Extensive CPD opportunities for staff.
- Resources to support sensory needs.
- Specific training for interventions.

Where pupils present with high level needs, the school are able to request additional funding from Liverpool City Council in order to plan effective provision within the setting. This is arranged through





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requests for high-needs funding. At present we have 3 children supported through high-needs funding additional to allocation through EHCP.

We believe this has benefited our children and their families by improving:  
Staff knowledge and expertise when working with children and families

The level of support for those pupils who require it

The confidence and self-esteem of many of our pupils

Teacher/pupil relationships within busy classrooms.

The achievement and progress from base line data in all subjects

### School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools via the consortia and our neighbouring partners.

We work closely with the SEND office to ensure that our Enhanced Provision is used to its full potential. Lisa Hamer is our named SEND Officer.

This year, we have worked with our feeder partners to welcome 4 children with special educational needs or disabilities and we supported 6 children in their transition to secondary education. We will support 6 pupils transition to the next phase in education by July.

Our approach involves meeting with the staff at receiving schools and ensuring that all relevant information is transferred effectively. This has also involved Team Around the Child meetings to ensure that all professionals working with families have been involved in this process. We also welcome opportunities to conduct person-centred planning meetings with receiving schools. Regular meetings are held with parents/carers and the Local Authority SEND office to ensure a smooth transition for our Enhanced Placed Children.

### Complaints

At Phoenix complaints should first be raised with the Head teacher and/or SENCO. If unresolved, parents/carers will be signposted towards the SEND governor. If still unresolved then parents/carers will be encouraged to liaise with our school SEND officer from the LA.

Managing parental complaints relating to SEND may involve:

Meetings with the parents/carers, perhaps involving a mediator such as Parent Partnership.

Key issues identified and action plans written.

Discussions with the SENCO and members of staff involved.





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Reports/assessments provided by outside agencies.

Reviewing outcomes to examine the exact progress the pupil has made.

Using behaviour logs to demonstrate issues and strategies used to address them.

Use of home school diaries to aid communication.

We have had no complaints regarding SEND provision this academic year.

### **What has worked this year?**

Continuing to increase the effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers.

Continuing to capture pupil voice to demonstrate that children and young people feel supported and happy in their setting.

Continuing to support pupils at SEN Support and with EHC Plans to make and in some cases exceed expected progress from base line assessment.

We have been reviewed for our National Inclusion Mark and have been successful becoming a Flagship School for Inclusion.

Continuing to embed THRIVE approach across school.

We have re-allocated space within our Enhanced Provision Base to meet the current needs of children.

Re-organisation of our Enhanced Provision outdoor area to meet need.

Developing further our collaboration with other schools for support and advice through Consortia.

Work collaboratively with SEND team placement officer to improve transition process into our Enhanced Provision Base.

Introduced a THRIVE parent's course.

### **Further Development**







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Our strategic plans for developing and enhancing SEN provision in our school next year include:  
Continued evaluation of data using INSIGHT to assess and monitor the progress and attainment of SEND pupils.

Continued development of pupil and parent/carers feedback and collaboration and how this impacts on progress and attainment of SEND children.

Continued focus on narrowing gaps and progress.

Support other schools as part of a cluster group for Centre of Excellence.

Continue to embed THRIVE strategies across school

Embedding a robust induction procedure to ensure that all new staff share the visions and values of the school.

Produce a new access plan for the years 2023-2026.

**Relevant school policies underpinning this SEN Information Report include: All our policies are fully inclusive and when referring to children it is read as all children regardless of SEND status.**

SEND policy

Inclusion Policy

Child Protection Policy

Teaching and Learning Policy

Assessment and marking policy

Accessibility Plan

Supporting Pupils with Medical Needs policy

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

