

# St Martins School:

## SEND Information Report



<b>SEND Governor: Rebecca Currie</b>		
<b>Head Teacher:</b>	Alison Pope	<b>Date :</b> September 2025
<b>SEND Lead:</b>	Katherine Mooney	<b>Next Review:</b> September 2026



## Introduction

Welcome to our Special Educational Needs Information Report.

Our vision for all pupils at St Martins School, including those with SEND and any form of difference, is to be part of a vibrant, inclusive, supportive and tolerant community. This environment will foster a culture of excellence, supporting every student to achieve, grow, and develop a lifelong love of learning. Through challenge, support, and diverse experiences, we prepare our students to become resilient, creative young people, prepared for their next steps and journey towards adulthood. We are rightly proud of our caring and nurturing ethos. Visitors to our school always comment on how warm, friendly and welcoming our school is.

We are an inclusive school where every individual is valued and diversity is celebrated. We are committed to the equality of opportunity and we are rightly proud of our caring and nurturing ethos. Visitors to our school always comment on how warm, friendly and welcoming our school is.

The school's latest Ofsted report (2023) recognises how successful we are in our inclusive approach noting that **"pupils feel valued, happy and safe and that they behave extremely well"**, and identifying that we are a **"small school with a big heart"**.

## What we think is important at St Martins School

At St Martins School we are proud to state that at the heart of our school community are the principles of being:

- ❖ Selfless
- ❖ Self Assured
- ❖ Successful

- We are a wholly inclusive school and, as well as our high quality classroom teaching, we pride ourselves on pastoral care and holistic understanding of the children who are members of our school community through our Student Support Services, Tutorial and House system.
- We welcome difference and diversity. Our culture is based on respect, strong relationships and tolerance, celebrating each individual for their unique strengths and achievements.
- We encourage and support all of our pupils to realise their potential and become independent, self-motivated learners and responsible citizens.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We recognise the strength in working harmoniously with parent carers and involve parent carers and their children to in planning and reviewing progress throughout their journey with us. We keep parent carers informed of their child's progress and share positive information with them, as well as raise issues where necessary. provide expert support and resources for students with SEND to fulfil their potential. We do this by monitoring their performance and of staff carefully and systematically.
- We make sure that all our staff has the knowledge and skills to support all students with SEND in our school.

The SEN Information Report is designed to give you information about the ways in which we support all children at St Martins School, including those with special educational needs and disabilities (SEND) and learning difficulties, so that everyone can reach their full potential. Provision may change over time to reflect the changing needs of our students as they develop.

## Aims

Within this report we cover the following key areas:

1. How governors, school leaders and key staff ensure all students are included and achieve their full potential
2. How we develop the skills, knowledge and expertise of school staff
3. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process
4. The Belonging Framework and tiered support available to pupils
5. How we review your child's progress.
6. Social and emotional developmental support
7. Specialist equipment and accessibility
8. Medical
9. Family support
10. Links to other documents

## Legislation and guidance

This policy and information report 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, SEN co-ordinators (SENDCOs) and the SEN information report

## Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 generally 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.

## SEND Information Report

### How governors, school leaders and key staff ensure all students are included and achieve their full potential

#### The Special Educational Needs Coordinator (SENDCo)

Our SEND Lead is Katherine Mooney, Assistant Head and Senior Designated Safeguarding Lead (DSL). This strategic position ensures that SEND issues are regularly discussed and kept under review at a senior level and kept at the heart of all decision making across school. Mrs Mooney has overarching SEND responsibility and takes the SENDCo role for the middle phase of school, Years 5-8.

Alongside Katherine Mooney are Rachel Evans, who is phase SENDCo for Reception up to Year 4 and Sue Dix, who is phase SENDCo for Year 9 -Y11.

- Works with the Headteacher and the SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Has day-to-day responsibility for the operation of the Trust's SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provides 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.
- Advises on the graduated approach to providing SEN support.
- Advises on the deployment of the school's delegated budget and other resources (including LSAs) to meet pupils' needs effectively.
- Is the point of contact for external agencies, especially the local authority and its support services.
- Liaises 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.
- Ensures the school keeps the records of all pupils with SEND up to date.

#### The SEND Governor

- Helps to raise awareness of SEN issues at Governor's meetings
- Monitors the quality and effectiveness of SEN and disability provision within the school and ensures that the Governors are regularly updated
- Works with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

#### The Headteacher

Mrs Alison Pope

- Works with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability
- Champions the needs of SEND pupils within Senior Leadership meetings to ensure that all school policies and procedures adequately and appropriately reflect the SEND Code of Practice and provide for the needs of SEND pupils, clearing blocks that may be impeding effective day to day execution of SEND policy.
- Informed by conversations with the SENDCo, raises awareness of SEND issues, patterns or trends at Senior Leadership meetings to enable change in our whole school provision, which may or may not include staffing or organisational changes, or training.
- Works with the Senior Leader for Teaching & Learning to ensure that teaching and learning is meeting the needs of SEND pupils with effective differentiation, intervention and, where applicable, deployment of LSAs.

## Class Teachers

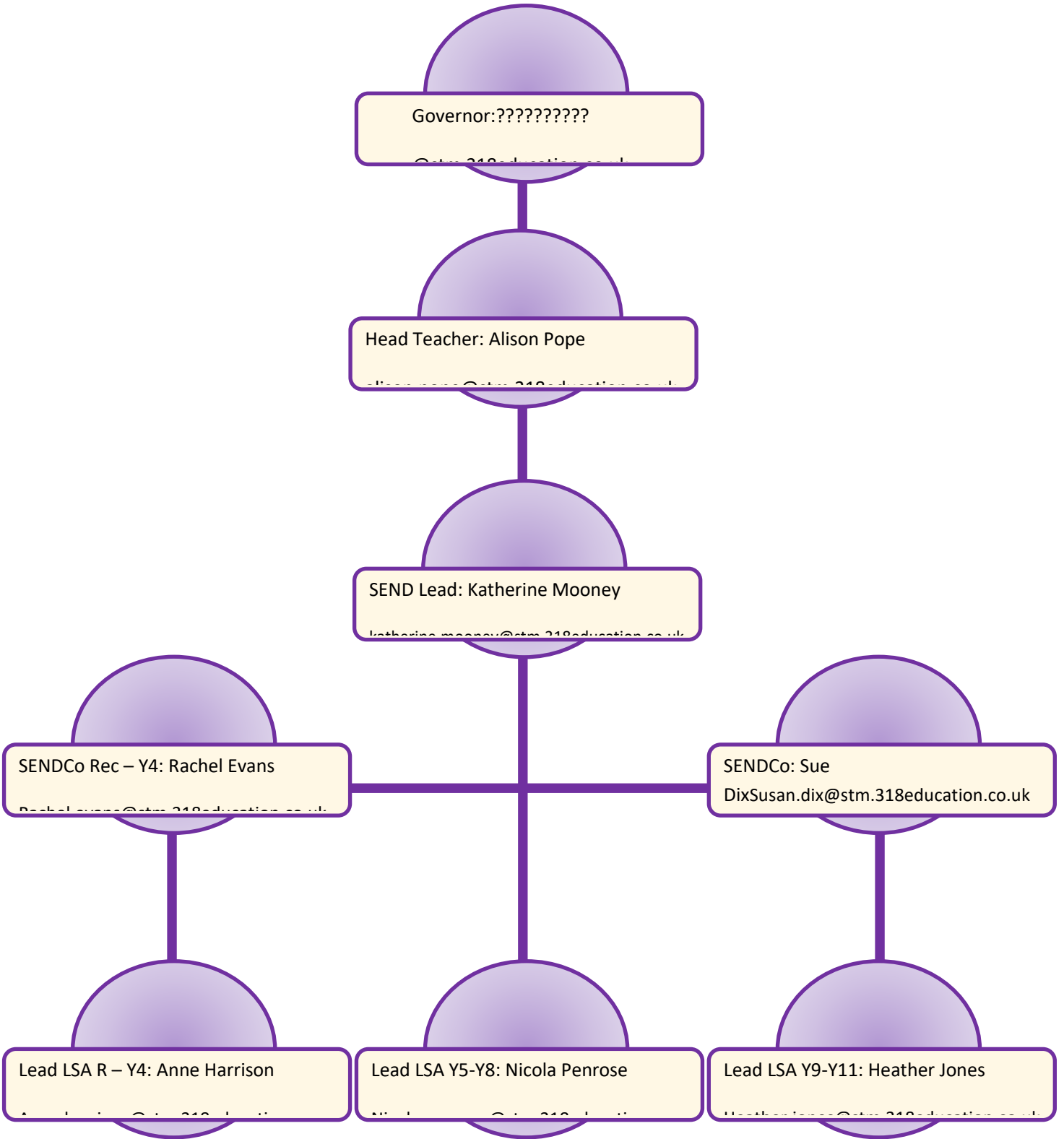
Each class teacher is responsible for:

- Responsible for the progress and development of every pupil in their class, including those with SEND
- Understands the needs of all pupils, including those with SEND and ensuring familiarity with person-centred plans, professional assessments and Education, Health & Care Plans, which then enables planning a curriculum and lessons that allow all pupils to make good progress.
- Works closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how classroom teaching can build on and consolidate this for progress.
- Works with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Follows SEND policy and procedures and taking advantage of training opportunities to improve practice with SEND.

## Learning Support Assistants ('LSA's')

Each class teacher is responsible for:

- Deliver support (under guidance from teachers) to a named (or group of named) individuals in accordance with statutory provision as outlined in EHCP, IDP (Wales); or in accordance with professional advice (e.g. Educational Psychology Report, SALT or OT).
- Provides classroom support to other pupils as required by the class/subject teacher, e.g. Pupil Premium, More Able – in order to allow time for the teacher to work directly with pupils with SEND.
- Assists (where appropriate) in the progress of pupils through intervention – as directed by the class/subject teacher, or SENDCo
- In each phase (Reception – Year 4, Year 5 – Year 8, Year 9 – Year 11) has a 'Lead LSA' who has a role in understanding, from their team, how pupils who are supported are progressing and to share feedback with class teachers and with phase SENDCo.



## How we develop skills, knowledge, and expertise of school staff

All staff, including all support staff, have regular training and guidance to meet the needs of our students.

At least one of our training days has a SEND focus where we make sure that teachers and supporting staff:

- have an awareness of the different special educational needs and disabilities in our school.
- know where to find all the data, including positive teaching strategies and SEN pupil profiles found in our Additional Educational Booklet, needed to meet the needs of all the pupils that they teach.
- are able to plan and teach/support lessons which meet the needs of all students.
- understand the social, emotional and behavioural needs of students with SEND.

We provide ongoing training for all of our staff, including our teachers and LSAs, who are working with students with a particular SEND for example, numeracy, literacy, communication difficulties, social difficulties and emotional challenges. We have a wide range of expertise in our Learning Support team. We have staff who are trained to offer appropriate support in many areas of learning needs. They receive support and ongoing training from specialist services to make sure that our expertise is current.

For example, where a child may have a significant hearing impairment, we will ensure that the hearing specialist delivers bespoke, personalised training to all staff who teach that specific student.

The Learning Support Assistants and Leads meet daily to share relevant information on pupil support and provision and any wider considerations surrounding the pupil presentation in social times for instance are also discussed in order that the whole child is always well-considered.

We consistently raise the profile of our pupils identified with SEND by promoting inclusion and inclusive teaching through, for example, ensuring all relevant pupils' learning needs and strategies are included in One Page Profiles and in Pupil Bulletins and making sure that SEN information and training is part of whole school focus.

At St Martins we hold a weekly meeting involving the Head Teacher, SENDCo, Behaviour Lead and Attendance Lead in order to bring together emerging pictures of need which may become apparent through LSAs, classroom teachers, tutors, behavioural data or attendance data.

Working in this holistic manner is directly attuned to our Belonging Framework which is intrinsic to the way St Martins School works within the 318 Education Trust.

<https://www.3-18education.co.uk/belonging/>



School staff and parents can also refer directly (there is a dedicated online form to efficiently ensure all information is triaged and responded to; we recognise the importance of intervention and the sooner we can put this in place the greater the impact. Although a small team, we work hard to ensure this belief translates into speedy and positive action.

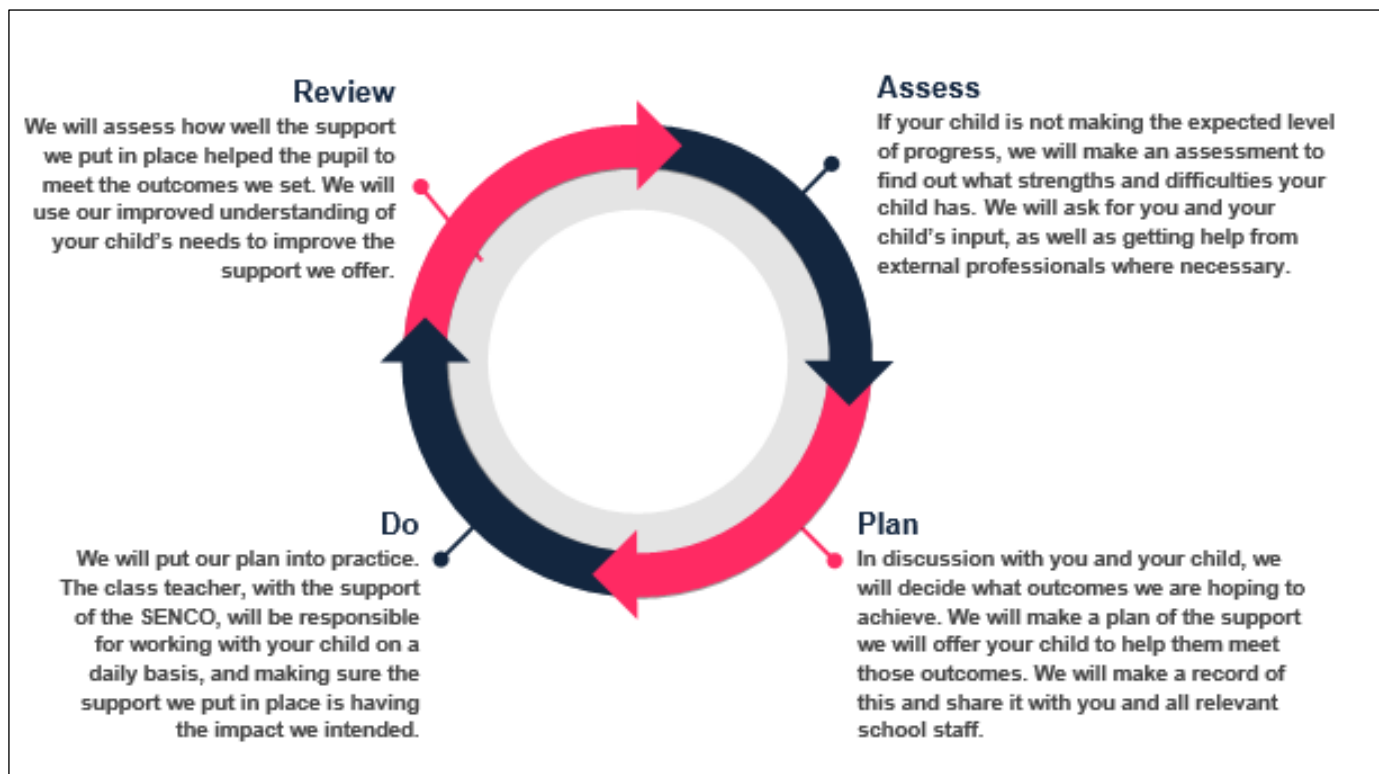
The SEND team has dedicated time at the beginning of the school year to highlight SEND processes, to inform staff on any important changes to provision or circumstances for SEN students and who gives guidance on where to find important documents where they can access further information.

All staff new to the school have an induction programme which includes input from the SENDCo. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support.

## How we identify and assess students with SEND, including parent carers and families in the process

Every subject teacher ensures their students complete regular assessments and maps your child's progress on Arbor. We are able to track progress towards targets in conjunction with attendance and behaviour records.

This data means that we can target intervention to either enable pupils to catch up, or to further assess needs, and/or to establish reasonable adjustments or ongoing differentiation or support needs. This is done following the Graduated Approach of Assess, Plan Do Review. This is a 4-part process:





For all pupils across all years from Reception to Year 11, teachers will make regular assessments of progress and will 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 and emotional development. Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need. Likewise, having a diagnosis does not necessarily mean a pupil will require special educational provision either.

As outlined above, when deciding whether special educational provision is required, the SENDCo will take into consideration the observations made and the Assess Plan Do Review already conducted by teachers and establish if difficulties and needs are seen across different aspects of school life. A holistic assessment of need is conducted as part of a person centred planning approach and the views and the wishes of the pupil and their parents are also included. Sometimes this can involve a referral to an external agency, such as BeeU or CAMHS, SALT or OT, and sometimes this can involve a professional assessment by an Educational Psychologist or Dyslexia Assessor etc.

Following at least 3 cycles of Assess Plan Do Review, we ensure that we gain a clear understanding of need and how best to support progress. The process enables us to establish if the difficulties are related to SEND or otherwise. Some pupils will continue on a cycle of Assess Plan Do Review until an equilibrium is found where, given the right support, the pupil is able to make progress that is appropriate based on their ability. Others may go on to receive high needs funding through a Graduated Support Plan or EHCP, and some may have modifications made to their curriculum through alternative study pathways or qualifications.

# The Belonging Framework and tiered support available to pupils

Our school has 4 levels of provision – universal, monitoring, targeted, and specialist.



Universal Support includes:

<b>Environment</b>  <b>Create movement breaks.</b>  <b>Allow for appropriate sensory experiences</b>  <b>Create calm safe spaces.</b>	<b>Wait Time</b>  <b>Allow children time to respond to and process tasks and instructions.</b>	<b>Choice</b>  <b>Allowing children to make choices encourages communication &amp; is empowering.</b>	<b>Repetition</b>  <b>Create as many opportunities for repetition of new skills &amp; task.</b>
<b>Independence</b>  <b>Always think: 'What can they do by themselves?'</b>	<b>Visuals</b>  <b>Back up with as many visuals as possible</b>	<b>Modelling</b>  <b>Children need to do the activity immediately after they have been shown for it to become a meaningful learning experience.</b>	<b>Language</b>  <b>Use language appropriate to the child's developmental level.</b>  <b>Be clear and specific.</b>

Quality First Teaching is effective provision and support that is available to all students. This does not mean that all students will have all the provision that is classed as universal, but that school is able to provide a range of adaptive teaching strategies, interventions, and/or reasonable adjustments etc. to those students who need them, in order to support progress.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. The SEND Code of Practice states that high-quality teaching is the first step in responding to pupils who have SEND. This involves teachers making effective use of assessment data to make adjustments, to differentiate and to challenge as appropriate.

We aim to provide a broad and balanced curriculum that is appropriately differentiated for all pupils with SEND throughout primary and KS3. This means that, as far as possible and appropriate, all pupils will be involved in every subject in the curriculum and will attend all mainstream lessons. Having good universal provision allows pupils full access to the curriculum, whilst being appropriately supported.

For your child, this means:

- that the teacher has the highest possible expectations for your child and all the students in their class
- that all work is pitched at an appropriate level so that all students, regardless of their needs, are able to access it,
- that, typically, a lesson may involve having different levels of work set to ensure scaffolding support and stretch and challenge
- that for some students, work is individually differentiated to support independent access whilst also providing a level of challenge
- that teachers may group pupils, provide 1:1 work; or adapt the teaching style, content of the lesson for some or all pupils
- that teachers may offer recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc. – and will ensure that specialist equipment needed is always available
- that teachers may provide some pupils with longer processing or completion times, or offer pre-teaching of vocabulary, or offer specific reading or instructions
- that interactive displays, learning walls and resources are accessible for all students
- that specific strategies (that may be recommended by the SENDCo and/or external professionals) are in place consistently
- that teachers will understand your child's progress and are making provision for any gaps or support they may need
- that in Primary, there may be LSA support available for intervention or support in the classroom.

#### Monitoring Support:

Tutor-led, holistic pupil support incorporating class-teacher set SMART targets and regular pupil-tutor 'catch-up's;. These meetings and associated feedback with parent carers ensures that information and understanding of pupil progress and potential barriers are well-considered. Where emerging patterns warrant additional support internal referrals are made. Based upon these referrals additional internal support may be provided.

#### Targeted Support:

Targeted provision may include temporary access to specialist equipment or resources; time-limited interventions; support from external agencies. Our intention is to support our pupils to understand their own needs and to develop independence using techniques, tools and strategies that they can use without adult intervention. Therefore, our targeted provision aims to support pupils to develop their ICT and keyboard skills and use of assistive technology such as Read & Write, Microsoft Immersive Reader and Dictate. We are also trying to widen access to laptops, iPads and Exam Reader Pens, which support independent access to reading material. Additionally, our most common SEND-led interventions include:

- ❖ Speech and language, e.g. Talk Boost or from a SALT report
- ❖ OT for gross/fine motor skills, e.g. Cool Kids
- ❖ Phonics – for pupils who are having difficulty acquiring early literacy skills or pupils having difficulties with reading and spelling
- ❖ Reading, spelling, writing, numeracy interventions – often using bespoke resources, such as IDL Literacy and IDL Numeracy
- ❖ ELSA (Emotional Literacy Support) for a range of social and emotional difficulties

#### Specialist Support:

This is where pupils are supported by high needs funding in the form of Graduated Support Plan or Educational Health and Care Plan (or Individual Development Plan in Wales), or where they are on the

pathway towards this. It is where school needs additional funding in order to provide the sustained, specialist and 'additional/different' support that the child/young person needs in order to make progress and

Specialist provision also includes permanent modifications to the curriculum for certain children to allow for wider outcomes to be met.

In KS3, we may withdraw certain children from MFL if this is considered to be beneficial to their overall progress and well-being. We do this carefully and considerately as we aim to be ambitious for all our students and to overcome barriers, rather than sustaining them.

From Year 9 onwards, we have discussions about the KS4 curriculum and whether any modifications or adaptations are required for our SEND pupils. This may mean reducing the GCSE workload commitment for some pupils, or adapting the qualification from GCSE to an alternative (for example Entry Level or BTEC) for others. We are ambitious for all our SEND pupils, we support our pupils to achieve beyond school and to feel fully prepared for adulthood. and seek balance between academic targets and outcomes and emotional experiences. We offer a creative and holistic approach and designing a personalised curriculum that meets longer term outcomes for the pupils, rather than short term results for school. All such decisions involve the pupil and parent carers and may also involve the advice of professionals.

<b>Specialist Service</b>	<b>Frequency</b>	<b>Examples of what they do</b>
Speech and Language Service (SALT)	As needed: by referrals for specific children	Observation of children Advice to staff, parents and children Target specific pupils with complex SLCN for intervention group Support for assessments
Severe Speech and Language Impaired Children's Team (SSLIC)	As needed: by referrals for specific children	Observation of children Advice to staff, parents and children Target specific pupils with complex SLCN for intervention group Support for assessments
Occupational Therapy (OT)	As needed: by referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and gross motor difficulties.
Sensory Inclusion Service (SIS)	As needed: by referrals for specific children	Observation of children Advice to staff, parents and children Support for assessments
Educational Psychologists	As needed: by referrals for specific children	Observation of children Advice to staff, parents and children Support for assessments

Mental Health Support Team (MHST): trained mental health therapists in schools		1:1 support for students with mild emotional and mental health well-being, counselling/ coaching sessions for students  SEMH group intervention
Children and Adolescent Mental Health Service CAMHS (Wrexham)  BeeU (Shropshire)	By referrals for specific children	Support for the emotional and personal development of children
Autism West Midlands		Advice and support
Crane Counselling		
Hearing and Visually Impaired Service: external service	As needed: by referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments.
Early Help	As needed: by referrals for specific children	Broad support for children and families across a range of need.
Community Policing Team		Support and advice to parents, children, school staff  Keeping our school community safe
Schools' Health Team: School Nurse	By referrals for specific children	Support and advice to parents, children, school staff on health matters including vaccinations, hearing tests, child development and other medical concerns.
Educational Welfare Officer (EWO)	One day a week in school	Support pupils and families where barriers to attendance impact pupils academically and socially.
Reach	A small number of pupils may be supported with this offer dependent on the identification of a high level of need	Bespoke support in alternative provision setting

	and a range of criteria.	
Life Shed	A small number of pupils may be supported with this offer dependent on the identification of a high level of need and a range of criteria.	Bespoke support in alternative provision setting
Edvocation	A small number of pupils may be supported with this offer dependent on the identification of a high level of need and a range of criteria.	Specialist expertise delivered with pupils in school

## How we review your child's progress

Importantly, we assess each pupil's current skills and levels of attainment on entry, building on knowledge from previous settings and Key Stages, where appropriate. In nursery and reception, this is done as part of observing the pupils through play-based learning against the EYFS development goals. Throughout primary, we use a range of screeners, observations and assessments to monitor progress and development. Teachers continually monitor all aspects of a child's academic and personal development passing this information on as part of a comprehensive year to year transition discussion.

These assessments provide a starting point for all our pupils and help us identify those who are falling below a certain threshold, where access to the curriculum will be more difficult and where making progress is unlikely to proceed at the same rate as their peers and/or without a reasonable adjustment in place. They help us identify pupils who may benefit from a particular learning approach and provide a more sophisticated and nuanced approach to reviewing SEN and catch up needs within school.

St Martins School works in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We visit the primary schools to discuss children's transfer to St Martins School and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school will visit the pupil in their primary schools whilst in Year 6 and meet them and their parents. For those students with EHCPs or identified as having a high level of need, we run additional transition days and events such as our Y6 Parent Coffee Morning.

In Year 7, we use information from the transition process and also screen using Literacy Assessment Online to establish a baseline for spelling and reading comprehension.

## Social and emotional development support

St Martin's prides itself on the relationships between staff and students. This is the bedrock of our pastoral system and of our support for the social and emotional development of students. We do not tolerate bullying, hate or intimidation of any kind. We expect all our students to feel safe in our school. Our assembly programme supports our values and aims to educate students on what bullying is and how 'banter' fits into this. Our behaviour policy addresses intolerance, hate and bullying.

We have:

- A strong house system which provides opportunities for all students to take on roles and leadership and develop a sense of belonging, community and competition in a safe space
- A PSHE programme which addresses key educational, emotional and good citizenship messages, including addressing and educating students around drugs, sex and social media.
- Zones of Regulation, which has been introduced as a whole school approach to understanding emotions and how to self-regulate.
- Student Support Services who provide day to day pastoral support, including support around attendance, safeguarding and welfare. Often, Student Support Services are the first point of contact for a student who is struggling with anxiety, emotional regulation or who is having difficulties around behavior. Therefore, they play an important role in the identification of additional/SEND needs, such as autism, ADHD, anxiety disorders and other SEMH needs.
- Kooth – an on-line mental health resource which is available to all young people aged 11-25 at any time.
- Use of outside agencies to enhance our PSHE programme and to deliver on specific provision for some students, such as CAMHS, Social Prescribing, Trailblazers Mental Health Support, Purple Leaf and New Start.
- ELSA to support self-esteem and resilience in students who are struggling.
- No Worries CBT intervention for students struggling with anxiety.
- Boxall Profile – a tool for understanding areas of social emotional well-being that need support and which provides an action plan and recommendations we can use to support students.
- LSAs who are tasked with building relationships with our SEND students.

## Specialist equipment and accessibility

For many pupils with physical or medical needs, we can request support and assistance from Health care services, such as Occupational Therapy, Physiotherapy and the Sensory Inclusion Service – either for specific equipment or for advice on purchase decisions.

St Martin's has a fully equipped 'hygiene' room that provides a private place for pupils with complex medical conditions to change equipment (e.g. stomas) as well as a private first aid room for pupil use (e.g. for insulin injections).

The school site is not large and predominantly exists of ground floor classrooms, dining space and toilet facilities, pupils who use a wheelchair or mobility aid for the main part can access all areas. However, in both Primary and Secondary areas there are some rooms which are in the first floor



our site does not have lifts and therefore timetabling needs careful consideration for students and staff in wheelchairs or who struggle with mobility.

Equipment for pupils, such as coloured overlays, task timers, noise reducing headphones, pen grips, 'fidget toys' or other low cost resources may be made available to pupils who demonstrate a need for this support.

We have a number of Exam Reader Pens and have just purchased Read & Write and Equatio, which are forms of accessibility software to support literacy and numeracy needs. The SEND Team take advice from professionals on useful 'apps' and software, which we try out with our pupils.

## Medical Conditions

If your child has a medical condition or need, you will be invited to meet with a member of staff to complete and sign a Health Care Plan. This will allow you to inform the school of your child's specific medical needs, medication and other special arrangements St Martins will need to undertake to ensure continuing good health. This plan will be updated annually or as needed. Mrs Martine Grieve is our full-time on-site medical welfare officer who oversees this area.

We identify and assess needs throughout a student's time in our school through regular and rigorous whole school assessment procedures.

## Family support

You can seek free, objective and up to date advice and support from organisations such as IASS and this can be found on the following link: <https://www.cabshropshire.org.uk/iass-education/>

To find out about support available in the local area, please see the Shropshire **Local Offer** which can be found on their website: <https://www.shropshire.gov.uk/the-send-local-offer/>

## Links to other policies and documents

- Accessibility Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Equality Scheme
- Guidance on Exam Access Arrangements
- LSA Deployment Policy
- Medical Needs Policy
- Policy on Deployment of Specialist Equipment, including laptops
- Teaching & Learning Policy