

Article 27 You should not be disadvantaged so that you can't do many of the things other children can do.

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personalities, talents and abilities.



Cockton Hill Junior School
SEND Information Report 2020-2021

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision within school and within the local area.

The County Durham Local Offer can be found at www.durham.gov.uk/localoffer

The full range of local support available for children and young people with SEND and their families within and outside of school can be found in at www.durham.gov.uk/article/22107/Advice-and-support-providers

General Information

At Cockton Hill Junior School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Contacts

The following are the main contacts for SEND at Cockton Hill Junior School:

Mrs E Stevens is the Head Teacher.

Mrs Kelly Rutherford is our designated SEND Governor.

Mrs J Cooper is the designated Special Educational Needs and Disabilities Coordinator (SENDCo).

It is the SENDCo's job to:

1. Oversee the day-to-day operation of the school's SEND policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEND
3. Advise teachers on using a graduated approach to providing SEND support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEND
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEND pupils up to date.
8. Work with the Head Teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements.

Please contact School on 01388 602058 or via email at c.h.j@durhamlearning.net

There are now four broad areas of SEND, these are:

Communication and Interaction

This area of need includes children with Autism Spectrum Disorder and those with Speech, Language and Communication Needs.

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Children Looked After

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their needs.

At Cockton Hill Junior School we have appointed a Designated Teacher for Children Looked After to work closely with the SEND Coordinator to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

We aim to ensure that all pupils, regardless of their specific needs make the best possible progress.

To ensure a supportive and sympathetic induction for Children Looked After admitted to our school, the following arrangements are in place:

- Children and their carers will be invited into school to meet with the Head Teacher and will be shown around school, introduced to staff and introduced to their prospective class teacher and peers.
- At least one more visit into school to spend time with their class teacher and peers will be encouraged before they are admitted full time.
- During this visit the child will be supported by a carer or known adult for as long as necessary to ensure the child feels safe and secure.
- The Head Teacher and/or the designated teacher will meet with all carers and professionals involved with the child before entry to the school.
- If the child has already been in an educational establishment then the Head Teacher will liaise with the Head Teacher of the setting.
- An individual plan for transition into the school will be developed by the Head Teacher, designated teacher, professionals and carers to ensure a smooth transition.

Support for Children Looked After with SEND:

- Designated teacher support
- Designated Governor
- Personal Education Plan

Gypsy, Roma and Traveller Children

Gypsy, Roma and Traveller pupils have exactly the same entitlement as all other pupils on roll, to a curriculum which is appropriate to their age, ability and aptitude and to have their individual needs met. When a child starts at Cockton Hill Junior School, parents are asked to fill in a form about their ethnic background. It's important, when parents do this, to choose the category that best describes their culture and values so that teachers can link a child's home experience to their work in school and the Department for Education can check that the child is being treated fairly school can take extra care if we think the child may be at a higher risk of being teased or provoked.

For Gypsy, Roma or Traveller children, as with all our children, we believe accurate assessment is vital to enable us to set challenging outcomes and to inform our planning. Again, as with all pupils, we have high expectations for rates of progress. We encourage parents and carers to give notice of their intention to travel so that we can provide differentiated distance learning materials. Parents are encouraged and reminded to keep the school informed of any changes to travelling plans and

expected date of return, so that we can monitor the children's curricular experiences and update our planning accordingly. At Cockton Hill Junior School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents and carers to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the Local Authority or other agencies may be requested to ensure that the school can meet any needs appropriately.

Durham County Council Schools Admissions Team can be contacted on 03000 265 896 or via the website www.durham.gov.uk/schooladmissions.

Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan (EHCP) follow a different admission and transfer process for a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

If your child has an Education, Health and Care Plan, or is undergoing an Education, Health and Care needs assessment, you should contact the SEND Casework Team for advice. They can be contacted on 03000 265 878 and via email at sencasework@durham.gov.uk.

Key Policies

All of our school policies can be viewed in the policies section of the school website or available on request from the school office. The most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy, Statement and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs policy

Pastoral, Medical and Social Support

Cockton Hill Junior School prides itself in being inclusive and will endeavor to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil's pastoral, medical and/or social need there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents and/or carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need additional consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

We endeavor to talk to parents and/or carers if they think their child has a special educational need and let them know what additional support the school is providing. Each child's teacher will be working closely with the child to find ways to support them. Cockton Hill Junior School has a written Special Educational Needs and Disability Policy that can be viewed in the policies section of the school website or available on request from the school office.

Statement of Intent for promoting Equality

At Cockton Hill Junior School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Types of SEND at the School

At Cockton Hill Junior School, we have experience of supporting children and young people with a wide range of need including:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty:

- saying what they want to
- understanding what is being said to them
- or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Support for children with Communication and Interaction needs:

- Speech/ Language link assessments and programmes
- Personalised speech and language therapy programmes
- Talk Boost—group activity to develop language
- Language enrichment groups
- Social Stories

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Support for children with Cognition and Learning needs:

- English intervention groups including Toe by Toe and Lexia.
- Maths intervention groups including Power of 2, Numbers Count, Success at Arithmetic and First Class at Number.
- Working memory interventions
- Magical Spelling
- Frostig—Visual perception programme
- Additional phonics and spelling groups
- Additional Rapid phonics and spelling programme
- Gross and fine motor programmes

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyper-active disorder or attachment disorder

Schools has a clear process to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils following advice from the Department for Education.

Support for children with Social, Emotional and mental health needs:

- Social Stories
- Getting Along intervention groups
- Drawing and Talking Therapy
- Confidence building groups (developing self-esteem)
- Developing emotional intelligence
- Organised playground games (with adult and peer leaders)

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Support for children with sensory and/or physical needs:

- Fully accessible school, classrooms and outdoor areas (ramps to raised areas)
- Fully equipped and accessible toilet and changing space
- Motor skills intervention
- Access to sensory diets
- Temporary rooms for therapies can be set up
- Staff trained in the use of specialist equipment as and when required depending on individual needs

Children with medical needs

Pupils with medical conditions are supported so that they have full access to education, including school trips and physical education. Each child will have a medical Healthcare Plan in place detailing their needs and required provision.

Consultation with Children and Young People with SEND

The SENDCo, Teachers and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions or additional support are allocated to meet individual needs. The children take an active role with setting their outcomes, discussing them with the SENDCo, Teachers and Support Staff.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

The children have meetings with staff to discuss their progress and the support that is in place for them. At Cockton Hill Junior School we promote and encourage pupil involvement within this process and ensure that pupil's and parents voice is heard.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. There is a range of ways this can be done, for example:

- Termly parent consultation evenings;
- Home visits or discussions with Nova Talbot the schools Positive Future Worker
- Ongoing discussions with a class teacher and/or SENDCo;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have
- Through reviews of a child's SEND Support Plan or the Annual Review of their Statement of SEND or EHC Plan.
- We also use these opportunities to take feedback from parents in areas of school development linked to SEND.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. This is used to support children and young people with SEND in a wide variety of ways. A range of materials are provided by the school in order to assist in drawing up a programme for a child with SEND needs. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need. This is monitored each term by the SEND Coordinator and the Governing Body.

If a child has complex special educational needs, we could also apply to the Local Authority for additional top-up funding if the application were to meet the agreed outcomes. A Costed Provision Map would be developed in liaison with the child, young person, parent or carer to support this additional funding. An example of a costed provision map can be supplied by request from the SEND Coordinator.

Teaching, Learning and the Curriculum

At Cockton Hill Junior School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

Cockton Hill Junior School maintains a Teaching and Learning Policy that can be viewed in the policies section of the school website or available on request from the school office.

Identifying and assessing children with special educational needs and disabilities

Children and young people will have their SEND needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**. The teaching of most pupils can be met through quality first teaching in the classroom however for a small number of pupils additional differentiation or support may be needed to accelerate progress and/or meet pupil need.

At Cockton Hill Junior School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet the child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the progress and the impact that this has

As part of this approach, school staff, parents or carers will discuss initial concerns with the class teacher and the SENDCo. We aim to identify children with SEND as early as possible in their school career. The SENDCo may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant.

These concerns are recorded on a child's individual pupil chronology with actions identified to support the needs via quality first teaching. This is monitored over a short period of time via the class teacher and in discussion with the SENDCo. If it is felt that the child requires support **above** quality first teaching then together we will produce a SEND Support Plan that details the provision that we will make to meet a child's SEND needs and agreed outcomes.

The triggers for a support plan to be made could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving standard classroom differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the concerns continue after a period of monitoring a decision will be made, in conjunction with the SENDCo about whether the child needs to go on the SEND register. The SENDCo will then communicate with parents and carers about the child's needs. A support plan would be developed in conjunction with parents, carers, pupil and all staff involved so that areas of concern can be targeted and progress closely monitored. The child will then be placed on the SEND register.

This support plan may initially provide additional support within school, for example a dedicated reading scheme or support through a social skills group. However the needs of the child or the progress they are making may require the support from additional professionals who will provide home and school with further specialist support.

The school's Educational Psychologist and any other assessing professionals, for example CAMHS, Learning Support Service, Behaviour Support Service could then become involved. They will be provided with up to date information about the pupil, including all previous interventions. Their advice will further support the school in making a tightly focused support plan for SEND children. With this level of additional support services, both those provided by the Local Authority and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on support plan outcomes and accompanying strategies.

The triggers for involving additional professionals could be:

- Continues to make little or no progress in specific areas over a long period.
- 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 an emotional or behavioural difficulty, which substantially and regularly interferes with the child'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 an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place previously have had little or no impact on learning or progress.

A child's support plan will describe the areas of concerns and detail provisions that we will make to meet a child's SEND needs via agreed outcomes. Parents, carers and children will be fully involved in this process. We then use the assess, plan, do and review process at regular intervals across the year

to ensure that the support plan outcomes meet the needs of the child. A small percentage of children and young people with significant learning difficulties may require a higher level of assessment and provision that could lead to an Education, Health and Care Plan.

Progression to Statutory Assessment

If after advice from the Educational Psychologist and/or other professionals, the school and parents may consider that help is needed from outside the school's resources therefore the SENDCo completes the form requesting Statutory Assessment by the Local Authority. Papers are forwarded to an SEND Caseworker, who with a SEND panel, will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and a new support plan. If the Panel agrees to proceed with Statutory Assessment the SENDCo prepares further documentation about the child, in consideration with similar documents from other involved professionals, and an Education Health and Care Plan may be issued.

Education Health and Care Plan (EHC Plan)

If a pupil's needs are deemed broad and complex and cannot be met through a school's general provision then an Education Health and Care Plan may be issued. The family will be allocated a SEND caseworker from the local authority that is responsible for coordinating the assessments for the child. Once all the documents are collated there will be a multi-agency meeting held where the plan will be discussed and very specific outcomes will be decided upon for the child.

These outcomes are measurable, achievable and tailored to the pupil with the long term aspirations for the child at the forefront of them.

If, after the multi-agency meeting, an EHC plan is not issued the local authority will provide a support plan for the child. All EHC plans are reviewed annually with parents, carers and children involved. Pupils with broad and complex needs previously held 'statements of special educational need'. These have now converted to EHC plans.

Assess, plan, do, and review

All pupils with SEND will follow an 'assess, plan, do, review' cycle involving teachers, parents and carers. For those pupils with significant needs the SENDCo will lead this cycle. Once a need has been identified and a support plan put in place time is allocated for the child to meet outcomes set, this period of time will be individual to each child. Once this has been completed then a review will be carried out with further outcomes being set or the plan being withdrawn.

Reviewing provision and progress

Staff at Cockton Hill Junior School review provision and progress both formally and informally. Formal assessments take place on a half term or termly basis. Outcomes are evaluated and decisions made regarding the nature and frequency of support required and these inform the next stage in the planning process. For interventions that are in place for social, emotional and behavioural difficulties, outcomes and decisions are made based upon observations and discussions by staff, parents and pupils.

On an informal basis provision and progress is reviewed immediately in lessons and planned support sessions and changes made if necessary. This is all part of the high importance that we place on Quality First Teaching. Class teachers, teaching assistants, the school SENDCo and leadership team are all an integral part of the process.

Support Plan Reviews

All pupils on the SEND register have a support plan. For most pupils these will be reviewed annually. They are working documents for teaching staff to use and outcomes can be adapted when and where necessary. Reviews will take place with teaching staff and parents wherever possible. This should ideally be done at Parent Consultation meetings; if not a separate meeting time would be encouraged. If a pupil is making good progress the review can be used to consider removing a child from the SEND register.

Alternatively, if outcomes have not been met despite a high level of additional support the review may be the first part of the process to move the pupil to the next stage in the process where other professionals may be involved. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment. Evidence recorded by school staff within support plans will detail progress and

assessment information towards each individual outcome including which outcomes have been met and the new outcomes that have been set.

Annual Reviews of Statements of Special Educational Needs and EHC plans

If a child has a Statement of Special Educational Needs or an EHC plan they must be reviewed annually. The Annual Review will be chaired by the SENDCo.

Reports will be submitted by the Class Teacher and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement of Special Educational Needs or an EHC plan then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement or EHC plan. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review must be held at the earliest opportunity prior to the exclusion meeting.

Transition Arrangements

We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible. Links with our feeder and transfer schools are very good due to our close liaison with these schools.

Staff from the school which pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that staff become aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of pupils. Staff from the Secondary Phase also spend time in our school with school Staff familiarising themselves with individual needs. Pupils also participate in the transition arrangements of our Secondary schools, which includes for some children additional activities with the transition school which the child will be transferring to the following academic year.

Prior to pupils from infant schools joining us we will liaise with the previous school to establish which of the pupils who are progressing to year 3 are on the infant SEND register. This information will be collated by the SENDCo in order to draw up the SEND register for the year 3 classes in the first instance. In addition to this we have a transition programme in place to further support those children with SEND needs.

In school transition between year groups and classes is also highly supported. The SENDCo ensures that new class teaching teams are aware of those children on the SEND register and are familiar with their individual support plans and needs. Staff will make contact with these children in order to build up relationships and to begin seeking additional support in order to meet their needs as staff working with them in the next academic year.

For pupils who transfer mid-year or out of the area the SENDCo will pursue relevant information and offer additional support where appropriate.

External Agencies and Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have SEND needs. All services involved with the school are regarded as being part of a working partnership alongside parents and carers whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

- Child psychology
- Curriculum support
- Sensory and physical impairment
- Emotional and behaviour support
- Education welfare service
- Social services
- Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Advisory Teachers for support and advice on areas such as specific learning difficulties such as dyslexia and dyspraxia.
- Occupational Therapy
- Physiotherapy
- Autism Spectrum Communications Team
- Social, Communication Outreach Service
- Hearing Sensory Support

- Visual Sensory Support
- Learning Difficulties and Disabilities
- Cognition and Learning Team
- School Nurse
- Other medical professionals

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENDCo, or formally recorded via our regular questionnaires to parents and carers or in the form of a letter to the Head Teacher. These positive comments will be published and reported to Governors. We hope that complaints about our SEND provision will be rare; however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.

Monitoring

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

Ratified September 2020 and to be reviewed annually.

Signed: E.Stevens	Head Teacher	21.09.20
Signed: M.Cresswell	Governor	21.09.20
Signed: A.Kipling	Governor	21.09.20