

With Jesus we can Achieve what we Dream and Believe

https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0&_gl=1*14ng4q*_ga*MTI5MTcwNDExMy4xNzU4NzM1MTY2*_ga_H88ZGQXGY7*cze3NTk4Mzc0OTgkbzlxJGcwJHQNzU5ODM3NTAwJGo1OCRsMCRoMA

Our Approach as a School:

As a Catholic School, everything we do is underpinned by Christian Values, our school mission statement and our vision to create a nurturing school community where children succeed and are proud of their achievements. High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. 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. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the ' **Graduated Approach** ' cycle of:



All teachers are responsible for every child in their care, including those with identified vulnerabilities and special educational needs/disabilities (SEND)

Assess: Assessment is a regular on-going formal and informal process undertaken by all who are involved with the child including: the child themselves, their parents/carers, teachers, support staff and outside agencies as appropriate. Teachers use termly assessment information, alongside classroom observations and discussions with other staff members, to inform their differentiated approach to teaching and learning.

Plan: Teachers adapt the curriculum, plan differentiated lessons and tailor specific provision to children whose needs were identified at the Assess stage. Children with SEND have an individual Pupil Profile which supports this personalised planning.

Do: 'Quality First Teaching' is the starting point for all children, delivered by skilled and dedicated staff. Teachers, Teaching Assistants, outreach staff, sports coaches, pastoral team and other school-based support staff, carry out intervention sessions. All interventions are quality assured and entry and exit data is reviewed at the start and end of the intervention.

Review: Teachers reflect on the provision in their class and review the progress made during termly pupil progress meetings. The progress of children with SEND is reviewed by the teacher, together with the child and child's parents/carers, and included on the Pupil Profile. This is then shared with the SENCo to review the impact and effectiveness of intervention programmes. Targets are reviewed and new ones set.

Having consulted with children, young people and their parents, all additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child.

SENCo works with the Head teacher, Teaching & Learning Lead and classroom teachers to hold progress meetings.

SEN Needs

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

1. Communication and Interaction: Provision at St Michael's Catholic Primary School

Wave One Support:

- 'Quality First Teaching', using children's interests as a vehicle for planning appropriate tasks and activities.
- Visual timetables and cues used in every class.
- Adaptive Teaching Methods are used and applied according to the varying levels of need identified through class teacher observation and assessment and planned for accordingly: non-verbal cues, use of visual timetables, now and next boards, core communication/choice visuals and social stories are an example of the types of visuals used to support pupils with their communication and interaction needs.
- A Speech and Language Assessment is completed within the Early Years of all pupils Speech and Language development.
- Communication and Interaction needs different from or additional to that normally available to pupils of the same age are assessed using the Boxall Profile, Wellcomm and Blanks assessment. Interventions such as:
 - a. Intensive Interaction
 - b. Attention Autism,
 - c. Total communication approach – including Augmented and alternative communication strategies, such as objects of reference, visuals, communication books.

Wave Two Support:

- d. Targeted Intensive Interaction, Attention Autism and blanks intervention
- e. The Early Years Foundation Stage, KS1 and KS2 is delivered through our Speech and Language Intervention WELLCOMM.
- f. Ginger Bear, Time to Talk and Socially Speaking intervention
- g. Lego Therapy intervention
- h. Sensory circuit is offered to support pupils to improve their levels of attention and focus.

Wave Three Support:

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- We sign post support services for parents to services and courses such as ADDvanced solutions, CAMHs and Local communication groups and Alderhey training sessions, such as riding the rapids. Additionally, we offer SEN Coffee Mornings, which host guest speakers e.g. The ASD team, LIVPAC, Sleep Courses, Speech and Language support, to enable them to support their children and themselves.
 - Referrals to external agencies such as Together Trust's Speech and Language service, Alderhey Community Speech and Language Therapist, ADDvanced Solutions, Liverpool Occupational Therapy and Children's Occupational Therapy.
 - Community Paediatrician referrals can be made to the neurodevelopmental team in Alderhey to assess individual pupils needs. This can result in a diagnosis of Autism.
 - EHCP provision, outlined by an Educational Psychologist

2. Cognition and Learning: Provision at St Michael's Catholic Primary School

Wave One Support:

- 'Quality First Teaching', through the 'Explore' curriculum. Teacher's use assessment of and for learning, to plan teaching and learning from the point pupils are currently working at, to support pupils to make progress.
- Adaptive Teaching Methods are used and applied according to the varying levels of need identified through class teacher observation and assessment and planned for accordingly Visual timetables and cues used in every class.
- Pre-teaching of vocabulary is used to support pupils access to learning in specific lessons where technically vocabulary could act as a barrier to the pupils understanding.
- Retrieval practice is built into lessons, to support pupils revisiting their knowledge and skills daily.
- Year group specific tutoring sessions may be offered to pupils through after school sessions.
- Pupils requiring different from or additional to that normally available to pupils of the same age is delivered dependent on the level of need: this can take the form of 1:1 tutoring; precision teaching on SMART targets; use of PIVATs to support planning for pupils significantly below age related expectations; individualised timetables and a tailored curriculum appropriate for the developmental level of need. The school is currently trialing the use of Cherry Branch Maps to support the development of bespoke curriculums for pupils accessing P1-Bridge levels in PIVATs.

Wave two Support:

- Learning Mentors, HLTA's and LSA's deliver quality intervention/support to the SEND pupils as well as in class support. These intervention programmes are tailored to individual needs which are determined using the Assess, Plan, Do, Review approach (see above.) Various teaching styles and adapting planning to meet the children's needs in each class is the norm.
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- Specialist intervention programmes tailored to support the development of specific learning needs are provided, such as Toe by Toe, Stareway to Spelling, Plus 1 and the Power of 2.
 - Specialist resources to enable access to the curriculum e.g. access to ICT, coloured overlays/books, pencil grips, sloping boards to write on, electronic dictionaries, iPads, partitioning boards, booster cushions, fidget toys, brain and movement breaks and sensory circuits are provided to those who require it based on assessment of individual needs.

Wave three Support:

- Access specialist advice, support and training for both staff and children from a range of outreach providers include: Educational Psychologist, SENISS, ASD training team, Dyslexic and dyscalculia Assessors.
- Community Paediatrician referrals can be made to the neurodevelopmental team in Alderhey to assess individual pupils needs. This can result in a diagnosis of Autism/ADHD.
- EHCP provision, outlined by an Educational Psychologist

3. Social, Emotional and Mental Health: Provision at St Michael's Catholic Primary School

- 'Quality First Teaching', approaches are used to develop the teaching of emotional literacy. St. Michael's currently use the 'Happy Minds' curriculum to develop pupils understanding of their emotions, character development, growth mindset and aspirations to support their understanding of emotional literacy.
- Adaptive Teaching Methods are used and applied according to the varying levels of need identified through class teacher observation and assessment and planned for accordingly
- Happy Places, part of the Happy Minds curriculum is used to support the teaching of self-regulation, emotional literacy and self-management strategies to support the building of relationships and executive function within pupils.
- Every classroom has a calm corner for pupils to use to self-regulate as and when they require it.
- Specialist equipment is provided such as busy legz boards, fidgets and doodle books.
- Brain and movement breaks are offered to those who seek/require vestibular and proprioceptive movements.
- Weekly circle time and RSHE sessions in each class.
- KS1 breakfast can be provided upon request for individual pupils.

Wave Two Support:

- Boxall Profiles are used to assess the needs of individual pupils needs to support the pastoral team to identify the correct therapeutic approach to support children with
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social, emotional and mental health difficulties, through sessions such as Emotion coaching; Think Bricks; Desty; Drawing and Talking and Sand and bereavement therapy.

- Learning Mentors offer individual and group therapies to suit the needs of our pupils throughout the day and are visible during lunchtimes to offer support.
- Quiet Café is a lunch time only provision. It can accommodate up to 10 pupils, who require support to self-regulate and make social connections with their peers during unstructured times. This currently only supports KS1 and KS2 pupils.
- Pupils can access the school sensory room, which is timetabled to ensure pupils have sole use of the room to regulate.
- A Learning Mentor offers bereavement support and follows the Rainbows programme for children affected by loss.
- Sensory Circuits are provided by the Pastoral Team every morning for children with sensory and/or physical needs.

Wave Three Support:

- Seedlings and a Mental Health Practitioner support SEMH within school setting
- Emotional, Mental Health Practitioner referrals can be made to support pupils with low level anxieties and worries.
- CAMH's referrals can be made for more complex emotional difficulties.
- Community Paediatrician referrals can be made to the neurodevelopmental team in Alderhey to assess individual pupils needs. This can result in a diagnosis of ADHD.

Sensory and/or Physical Needs: Provision at St Michael's Catholic Primary School

Wave One Support:

- 'Quality First Teaching', with dual coding and multisensory approaches using children's to support children's individual needs.
- Adaptive Teaching Methods are used and applied according to the varying levels of need identified through class teacher observation and assessment and planned for accordingly
- Visual timetables and cues used in every class.
- Careful consideration of positioning of pupils in the classroom with a visual or hearing impairment.

Wave Two Support:

- Specialist equipment is provided in school: pencil grips, sloping boards, screen divider, cushion support, magnifiers, sensory lights in therapy room, ear defenders, support chairs; fiddle toys and chewy pencil toppers.
 - A referral to the school nurse if additional assessments are required.
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Wave Three Support:

- Use of hearing aid equipment or specialist microphones- this would require a hearing assessment with audiology and this equipment is provided by them.
- A referral can be made to Children's Occupational Therapy services to request an assessment for specialist equipment to enable access to the school environment, such as through specialist chairs, toilet adaptations, canteen chair adaptations etc.
- Training is provided to staff by the Sensory Services and a teacher of the Deaf. Pupil's requiring this service will have individualised programmes developed, which could include access to Speech and Language therapists. Children will be supported to change batteries in hearing aids and ensure high quality teaching practice for those with hearing impairments.
- The Hearing Impairment team and school nurse co-ordinate and visit school regularly to support the needs of individual children.
- Referrals are made to external agencies such as Occupational therapy and School Nurse; assessments are completed onsite and strategies for good practice formulated and implemented.

Reference (<https://stmichaelscatholicprimary.co.uk/wp-content/uploads/2023/11/SEND-Policy-October25.pdf>)

1. Universal Provision				
Is the Quality First Teaching meeting the needs of the child?				
2. Internal	Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional and Mental Health
	High Quality First Teaching Approaches			
	Class Teacher assesses pupil needs/gather evidence/completes early identification tracker (ABC)			
	Discuss at Pupil Progress Meeting			
	Enter into Concerns Register			
	Class teacher contact Parents/Guardians to gather views and discuss barriers			
	Teacher focus group/Learning Support Assistant in class			
	Complete SEN referral		Pastoral Team referral	
	SENCo conversation with teacher	Communication friendly environments	Movement breaks	Predictable environments
	SENCo observation	/learning	Sensory/Motor skills checklist	DESTY
	Targeted intervention	Visual timetables	Specialist Equipment (sensory toys, ear defenders)	Think yourself Great
	Precision Teaching Literacy	Core/Choice/Snack Communication boards	Write from the Start	Emotion Coaching
	Precision Teaching Numeracy	Talking Mats	Motor Skills United	Zones of Regulation
	Precision Teaching Reading	Now and Next Board	Sensory Circuits	Brain/Movement break
	GL Dyslexia screening	WELLCOMM	Therapy putty Activities	Drawing & Talking Therapy
	Plus One and Power of 2	Social Stories	Health Care Management Plan	Lego Therapy
	Morph Mastery/ Toe by Toe	Ginger bear/Time to Talk/ Socially Speaking		Ginger bear/Time to Talk/ Socially Speaking
	Stareway to Spelling	Lego Therapy		Sand Therapy
	1:1 Tutoring RWI/Fresh start			Rainbows Bereavement
Access to specialist ICT equipment				Pastoral Team support
				Think Bricks
Discuss with Pastoral Team Focus Group				

4. Specialist	SENCo /Pastoral Team/Head Teacher			
	Meeting with Parents/Guardians Class Teacher/SENCo			
	Together Trust SENISS Together Trust Cognitive Assessment Educational Psychologist	Together Trust/Community Speech and Language Paediatrician ASD Pathway	School Nurse GP involvement Together Trust Occupational Therapy Sensory Service Team Hearing impaired services Paediatrician	Seedlings/YPAS Education Mental Health Practitioner/CAMHS Paediatrician referral Occupational Therapy ADHD Pathway
	Schedule regular SEN review meeting or EHAT / TAF/ TAC/			
				
	Gather evidence for EHC Assessment Request			
	Education Health Care Plan Assessment Request to LA			
	(if child has an EHC plan) Annual Review			
	Interim EHC plan Annual Review			
	Contact Social Inclusion to discuss alternative provision			
Preventing Permanent Exclusion Meeting				

The school's Accessibility Policy details our physical provision such as ramps to access the school building, disabled toilets and an accessible school canteen.

As of September 2025, we have 118 children (27%) on the SEND Register. 23.8% receiving SEND Support, 3.2% on EHC plans, of the 437 children on roll.

We have both internal and external processes for monitoring the quality of provision and assessment of need. These include L.A. Moderation, analysis of teacher assessments, data analysis, ASP, PIVATS trackers, analysis of intervention programmes (entry and exit data), assessments such as PIVATS, learning walks, book monitoring, pupil voice, provision maps. The SENCo, Teaching & Learning Lead and Head teacher meet regularly with class teachers to glean information regarding the quality of provision and how children's needs are being met. SEN progress reviews are completed termly. The Pastoral team meet weekly to discuss/review provision, referrals and any new areas of concern in the school.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through: Open door policy allowing parents/carers to access their child's teacher/SENCo or Headteacher if they have a concern or need advice.

Action/Event	Who's involved	Frequency
Parents Evenings/conference	Class teacher, Parent, Child	Three times a year.
Pupil Profile Reviews	Class teacher/SENCO, Parent/Carer/Child.	Three times a year formally, but as required if a need arises.
SENCO Meetings/Reviews	SENCO, Parent/Carer, Child (if applicable)	As and when required/Dependent on child's needs or necessary reviews.
Referrals made to the Neurodiversity pathways.	SENCo & Parent	When required
Training/Information for parents	Pastoral Team, Parents, SENCo	Throughout the year on school parent app, class dojo and the school Instagram page.
Transition Meetings	Child, Parent/Carer, SENCo, Pastoral Team, Staff from previous/next setting, outside agencies as appropriate.	At positions of transition, e.g from key stage 1-2 and key stage 2-3, year group transfer, moving to a new school.
Early Help Assessment Tool (EHAT) reviews.	Child, Parent/Carer, Class Teacher, Pastoral Team, SENCo, key agencies.	As required; every 12 weeks.
Education Health and Care (EHC) plan reviews	Child, Parent/Carer, Class Teacher, Pastoral Team, SENCo, outside agencies as relevant, L.A representatives.	As required.
Application for High Needs funding	Child, Parent/Carer, Class Teacher, Pastoral Team, SENCo, outside agencies as relevant, L.A representatives.	As required.

Staff development and Qualifications

St. Michael's Catholic School are committed to developing the ongoing expertise of our staff. All teaching staff have appropriate teaching qualifications and are educated to degree level. The Governors, Head Teacher and SLT are committed to the ongoing professional development of all staff. The SENCo has completed the postgraduate certificate in SENCo and the Head teacher has achieved the NPQH qualification. One of the Senior Assistant Head teacher's is currently working towards the NPQH qualification and one has achieved the NPQSL. A number of teachers have achieved the NPQML. Our LSA's have relevant qualifications and expertise to support our pupils' learning.

The SENCo has attended training courses led by the Local Authority and has planned training with the School Improvement SEND Briefings throughout the year.

In order to keep up with local and national agenda, the area Consortia for SEND is also attended each half term. Good links with neighbouring schools have been forged by the recent SENCo and good practice is shared. All staff at St Michael's Catholic School receive regular training related to aspects of SEND, including: restorative thinking training, PIVATs training, emotional literacy, pupil profile updates, current SEND updates, positive handling, Asthma training, Nurse training for tube feeding, Dyslexia training, epilepsy training, sensory Circuit training, WELLCOMM Speech and Language training, autism and emotional regulation, lego therapy, hearing impairment, Intensive Interaction, developing trauma sensitive classrooms, trauma and attachment, rescue medication, augmented and alternative communication training, adaptive teaching and blanks.

Specialist training takes place to develop our Pastoral Team, so we can offer personalised SEND interventions: such as: EHAT training, Reviewing EHCP Masterclass, Think Yourself Great; DESTY Resilience, Sensory Circuits, Sand Tray Therapy, Bereavement Support, Youth Connect, ROAR training, Sensory Circuit training, THRIVE, Working memory evidence based intervention, Boxall Profile, Emotion coaching, motor skills, Drawing and Talking, Lego Therapy, Social Stories, EBSA, Boxall Profile, Facilitating Friendships, Attention Autism, intensive interaction, Think Bricks and Nurture Groups.

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
M.S	Learning Mentor Expertise in: • Attention Autism • Boxall Profile • Music • Lego Therapy • Carpentry interventions. • Teaching/SEN • Standing frames/ Power chairs/Children with physical disabilities • Anti-Racism Ambassador • Drawing and Talking	BSC Information Systems Management PGCE Primary Teaching with SEN specialist 10 years as a professional musician + 10 teaching Brick by Brick certified Positive Handling Training Show Racism the Red Card Certification

	• Understanding Autism • Think Bricks	Attention Autism Certified
RC	Learning Mentor Expertise in: • ELSA • Advanced Drawing & Talking Practitioner • Nurture Groups • Boxall Profile • Attachment • Bereavement • communication and interaction • Self-esteem/self-help and regulation strategies. • DESTY • Sand Tray Therapy • Facilitating Friendships • Social Stories • Rainbows • Sensory Circuits • ROAR • THRIVE • Think Bricks	HLTA NVQ3 BA Hons English Language and linguistics Masters modules in SEN and Education ROAR certified DESTY certified Sand Tray Therapy certified Rainbows Certified THRIVE Certified Drawing and Talking Certified
LD	Pastoral Team Learning Mentor Expertise in: • Mental Health Lead • Drawing & Talking Practitioner • Intensive Interaction • Precision Teaching Plus • Boxall Profile • Epilepsy • Supports underachieving Pupil Premium Pupils and sickness/courses cover and subject release time. • Class support • RWI Phonics teaching and learning • 1:1 Phonics tutoring • Year 6 Booster	BA honours Early years with Education -2:1 Intensive Interaction

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff, class teachers and pastoral team to ensure children achieve the best outcomes, this includes supporting children

in gaining independence and being prepared for the next stage of their lives and for adulthood from the earliest possible age.

The strengths and skills of support staff are taken into account when allocating them to classrooms, groups of children and individual children. All staff have received phonics training in Read Write Ink. Quality interventions delivered by trained LSA's are quality assured by the SENCo/Headteacher/Head of Teaching and Learning. Subject leaders plan the curriculum to meet the needs of SEND pupils and through monitoring of books, pupil voice and learning walks, they monitor the progress of SEND. Entry and exit data is used to assess the impact of all SEND interventions.

All support is over seen by the SENCo at each level:

Wave One Support: Class teachers, LSA's and HLTA'S

Wave Two Support: Learning Mentors/HLTA/LSA's

Wave Three Support: Specialist services, 1:1 additional adult- where the funding is provided by the Local Authority.

Finance

Our notional SEND budget for the Academic year 2024-25 is £212, 253. Funding will be utilised to support progress over time for identified children. Examples include contribution to:

- Pastoral Team;
- Additional LSA's;
- Assessment of Needs
- Commissioned external services (SENISS/Educational Psychologist/Specific Learning Need Assessor);
- Outreach provision;
- Resources to support learning e.g. laptops, phonics, electronic dictionaries;
- Additional teaching resources;
- Training;
- Sensory equipment;
- Books to support the 4 areas of SEND.

We believe this will benefit our pupils and their families in the following ways:

- Ensuring 'Early Identification'
- Using a personalised approach ensures the provision they receive is tailored to their needs.
- The development of our SEND team has helped increase our communication and collaboration with staff, pupils, parents/carers and outside agencies. This has meant targeted intervention has taken place.
- Relevant staff training ensuring highest quality provision in each classroom.

The Pastoral Team work with children and their families to improve their well-being and remove barriers that may impact on their learning. Therapies are offered to children identified with specific needs.

School External Partnerships and Transition Plans

The school works closely with a range of external partners.

A full list of our external partners can be found in our contribution to the Local Offer.

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

Each year, we support a number of children with SEND transition to the next phase in education.

Our approach involves:

- SEND Progress Meetings
- Attending School Improvement Liverpool's Transition Event in June to liaise with secondary school staff.
- Additional transition days at feeder secondary schools for vulnerable children to attend.
- Full report on children's needs and friendship groups passed on to feeder schools.
- Learning mentor/SENCo visits schools to liaise with staff regarding a child/family and any specific needs.
- Additional SEND children are welcomed regularly into our school and we work with the pupil's previous schools to ensure a smooth transition is in place with all relevant information transferred.
- Transition between year to year are carefully planned for with extra visits for the more vulnerable SEND pupils.

We closely monitor children and young people's destination data.

Complaints: This year we have had 0 number of complaints that were dealt with following our school's policies and procedures.

If you are not happy with the SEND provision at our school, then please contact the class teacher, SENCo or Headteacher to share your concerns. If you wish to make a complaint please follow our school complaints policy which you can find on our school website, or request a copy from our school office

The school's complaints policy can be found on our website.

What has worked well in 2023-2024:

- SEND Parent Coffee Mornings, with Guest Speakers.
 - The performance of the SEND team working together for the needs of the children, identifying needs, targeted interventions
 - The Pastoral Team have delivered highly effective support programmes; removing barriers to learning and improving the mental health and well-being of our most vulnerable children.
 - Updated Referral system for children who have needs in one or more of the four areas of SEND;
 - Regular pastoral meetings.
 - EHAT meetings and referrals
 - Assess, Plan, Do, Review meetings
 - High Quality Teaching Approaches
 - Staff training/CPD;
 - A school based Seedlings therapist;
 - The use of Talking therapies across the school;
 - An external Educational Mental Health Practitioner works one day a week in school.
 - Successful EHCP applications with funding
 - Relationships between parents and outreach agency staff;
 - ASD training team support;
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- Support for parents with children who require additional support/ training: Play therapist; SENISS; ASD training team; school nurse; ADDvanced solutions; ADHD foundation; LiVPac.
 - Use of social media e.g class dojo, parent app, the school instagram page to promote training, advice and support for parents and young people.
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Further Development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Implementing the 'Happy Minds' Emotional literacy curriculum
- Further developing inclusion practices through the IQM 'Centre of Excellence' Award
- Continuing to build on staff's approaches and understanding of developing and supporting complex communication and interaction needs with bespoke training from a speech and language therapist.
- Introduction of 'Cherry Branch Maps' to support planning for bespoke curriculums for pupils working between P1 and Bridge in PIVATs.
- Building further on adaptive practice, while setting high expectations for all pupils.

SEND Pupils Involvement in Wider Aspects of School Life:

Extra-curricular activities are offered to all our pupils. We are an inclusive school and we develop and design our school, classrooms and activities so that all pupils learn and participate together.

In preparing this report we have included staff, parents and children and young people through the use of our; pupil Profiles, collating children's progress data and staff conversations. We hold regular SEND team meetings and the pastoral team collaborate on a daily basis.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy

Pupil Premium Policy

Pupil Premium Allocation Funding Chart

Behaviour and Discipline Policy

Teaching and Learning Policy

Assessment Policy

Safeguarding Policy

Medical needs Policy

Accessibility Policy

Equality Objectives.

Supporting children with medical conditions

Mental Health Policy

Children with health needs who cannot attend school

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date reviewed/presented to and approved by Governing Body:

Updated September 2025

Review Date: September 2026