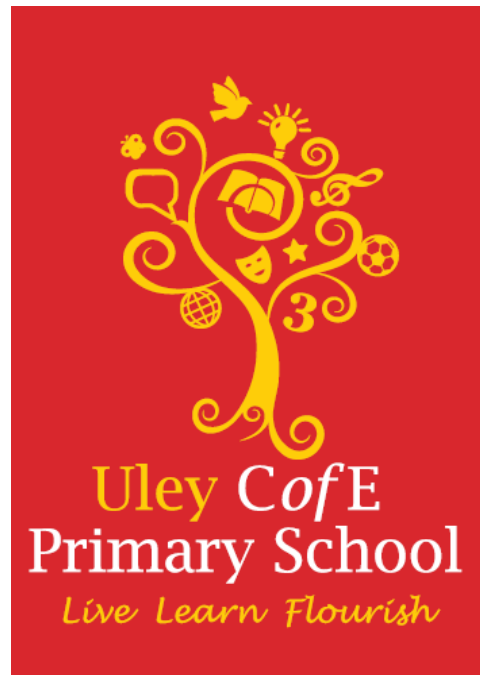


ULEY C OF E PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an inclusive, caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.
-

We work in partnership with parents and our community to fully equip children for their future.

Contents

Section 1: Key Information	3
1.1 Key contacts	3
1.2 Compliance.....	3
1.3 School setting and context.....	4
1.4 Our beliefs and values around SEND	4
Section 2: Aims and Objectives	6
2.1 Aim	6
2.2 Objectives.....	6
Section 3: Roles and Responsibilities	7
Section 4: Identifying SEND	10
4.1 Identifying pupils with SEND	10
4.2 Notifying parents that SEND provision is being made	11
4.3 A Graduated Approach to SEND Support	11
Phase 1	11
Phase 2	12
4.4: Criteria for Ending Special Provision	14
Section 5: Supporting Pupils and Families	14
Section 6: Supporting Pupils at School with Medical Conditions	15
Section 7: Monitoring and Evaluation of SEND	15
Section 8: Training and Resources	15
Section 9: Storing and Managing Information	16
Section 10: Reviewing the Policy	16
Section 11: Dealing with Complaints	16
Section 12: Bullying	16
Section 13: Related Documents and Policies	16

Section 1: Key Information

1.1 Key Contacts

Head Teacher: Mrs Zoe Mandeville

SENCO: Zoe Mandeville

SEND Governor Erica Latham

Designated Safeguarding Lead: Mrs Zoe Mandeville

Deputy Designated Safeguarding Leads: Mrs Debbie Brazier, Mrs Philippa Nash & Miss Katie Hill

This policy has been written by the Special Educational Needs Coordinator and the Senior Leadership Team in collaboration with the governing body and in consultation with staff, parents and children.

1.2 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25, January 2015 and non-statutory guidance and has been written with reference to the following guidance and documents:

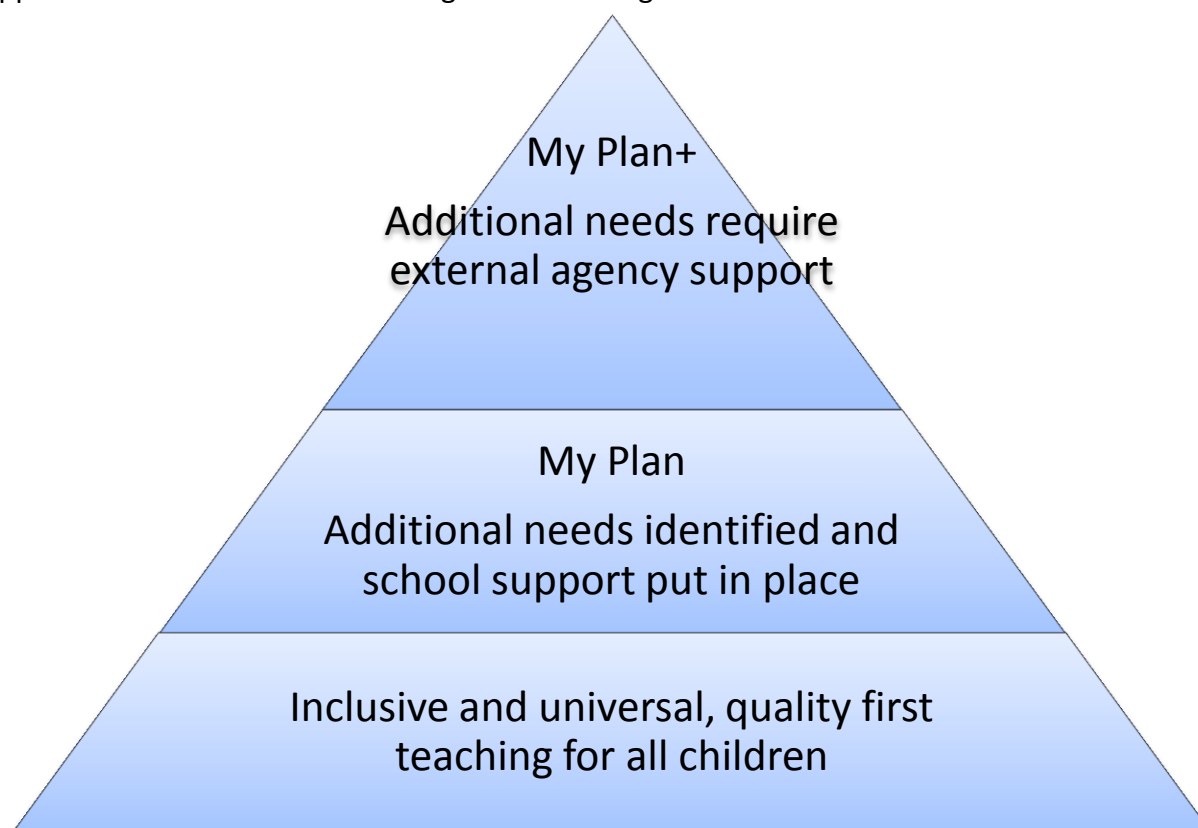
- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice 0 – 25 January 2015
- Schools SEN Information Report Regulations September 2014
- Children and Families Act 2014
- Statutory Guidance on Supporting pupils at School with Medical Conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Intimate Care Policy

1.3 School Setting and Context

Uley is a Voluntary Controlled Church of England Primary School. We acknowledge each child as an individual and acknowledge both their rights and responsibilities. Our school operates Christian values (focusing particularly on Friendship, Compassion, Trust and Wisdom) and these drive all aspects of our school life, curriculum and ethos. Academic success and learning is celebrated in all its forms and everyone is valued equally and respected in a caring and secure learning environment. In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, both in this school and the next, as well as developing young people who are ready for adulthood and to be global citizens. We are an inclusive school and we actively look to remove barriers to learning and close the gap for all children. For pupils with Special Educational Needs and Disabilities (SEND) we provide a range of support which is tailored to their individual needs. We have a talented and dedicated staff who consistently scaffold pupils' learning and ensure that children are able to succeed.

1.4 Our Beliefs and Values around SEND

At the forefront of all that we do is the fundamental belief that every child has the right to a first class education. Children in our school who have additional needs and for whom special provision is required, are treated equally to their peers. We strongly believe that integration and inclusion is at the heart of all our teaching and learning and we ensure that children do not feel that their provision marks them as 'different' from their peers. Subsequently, all interventions are carefully tailored to meet the needs of the individual or group whom they serve. We use the graduated approach to ensure that we can target our teaching and resources to meet children's needs.



QUALITY FIRST TEACHING:

As outlined in the inclusion statement in the National Curriculum in England KS1 & KS2 Framework document Sept 2013, Uley Primary School will endeavour to provide quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who may or may not have SEN. Senior staff monitor the quality of teaching in the school.

Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Some pupils will need access to specialist equipment and different approaches.

With the right teaching, that recognises their individual needs, many pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the planning stage and adjusted accordingly.

In line with the *SEND Code of Practice* Updated January 2015 and *Gloucestershire Guidance Booklet for Professionals working with Children and Young People (0-25yrs) with Additional Needs including SEND*: Uley School will follow the pathway for graduated and integrated approach to identify additional needs and put appropriate support in place. This can either be as part of a My Plan, My Plan + or Education Health and Care Plan. The emphasis is on a person centred approach. As part of the person centred approach, pupils are invited to provide information about themselves. These may include their hopes and goals, what is important to them and what helps them and what doesn't. This would form **My Profile**.

MY PLAN

Once a child has been identified with additional needs then he/she will have a My Plan written in conjunction with the class teacher, pupil, SENCO and parent, to help meet additional needs. These needs may include learning, health, wellbeing, communication, social inclusion or care. This will be reviewed on a regular basis. If the review of a My Plan shows that the child is not achieving outcomes then further involvement of other agencies may be required with a possible move to a My Plan +. Support provision will be offered depending on the additional needs of the child

MY PLAN+

My Plan + is where a Multi- agency approach is needed to support the child. This is where wider needs would be addressed. This could be medical /health or social needs relating to home and family which may impact on learning needs and /or wellbeing.

The child will receive some support or interventions appropriate to meeting needs. This will be for a period of time that will allow suitable time for progress to be made. Parent(s)/Carer(s) will be involved in the team around the child meetings to help identify support needs required.

The Multi – agency group may feel that the school is not able to meet the needs of the child with complex and high level additional needs within their existing resources. If this is the case, an evidence based request may be made to the Local Authority to conduct a more detailed assessment possibly leading to an Education Health and Care Plan. (EHCP)

Education Health and Care Plan (EHCP)

An Education Health and Care Plan is a statutory plan to meet significant educational needs. A child may need this plan if significant educational needs require a higher level of support than offered through the My Plan +.

Section 2: Aims and Objectives

2.1 Aim

We want to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on 'outcomes' for children and young people through a fully inclusive approach which develops a 'child centred' approach to learning. **We strongly believe that all teachers are teachers of children with SEND and it is through their knowledge and professionalism that we can best serve children for whom special provision is made.**

2.2 Objectives

In line with Section 19 of the Children and Families Act 2014, our SEND provision will always take full regard of:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and their parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- The participation of children, their parents and young people in decision- making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice for young people and parents over support.
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

We will achieve this by:

- Working together as a team, collaborating and coordinating all that we do for the benefit of all children.
- Enveloping ourselves in a positive culture in which every teacher is a teacher of SEND.
- Taking a fully inclusive approach to SEND.
- Delivering a 'child centred' approach to the management and provision of support for SEND.
- Providing A Special Educational Needs Co-ordinator (SENCO) who will oversee the delivery of the SEND policy.
- Providing ongoing support, CPD and advice for all staff.
- Appointing a governor responsible for SEND.

Section 3: Roles and Responsibilities

The SENCO/Headteacher is responsible for:

- Contributing to the strategic development of SEND provision
- Overseeing the operation (and periodic review) of the school's SEND policy
- Coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND
- Ensuring the full inclusion of SEND pupils within the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising teachers about the effective deployment of learning support staff
- Maintaining detailed records of the provision made for children and young people with SEND, through the monitoring and appraisal of My Plans, My Plan + and EHCPs
- Liaising with parents and carers
- Contributing to the professional development of staff
- Liaising with external agencies
- Monitoring the SEND budget and reporting on how it is spent
- Reporting on the progress of children and young people with SEND

The designated SEND governor is responsible for:

- Monitoring the provision made for SEND children in the school and providing feedback to the Governing Body.
- Informing themselves about SEND systems and practices in school through meetings and school visits
- Ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- Understanding how the notional (delegated) SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- Understanding the national and local context of SEN support using their school visits to inform themselves about the work the SENCO is leading
- Ensuring that the views of pupils and parent/carers in relation to the SEN provision that is being made, are sought
- Building a trusting and supportive relationship with their SENCO
- Putting together an annual report on SEN with input from SENCO which is published on the website and updated annually

Class teachers are responsible for:

- Identifying whether a child in their class or set has SEND and what those needs are, with support from the SENCO as necessary
- Ensuring suitable provision for children with SEND is made in all lessons and activities.
- Following and implementing the school's procedures for identifying, assessing and making provision for pupils with SEND through the graduated approach
- Showing differentiation in planning which takes note of SEND outcomes written on My Plans, My Plan+ and EHCPs
- Updating, maintaining and deploying My Plans, My Plan+ and EHCPs
- Monitoring and recording the progress and attainment of SEND children in their classes
- Ensuring that a log of interventions and resources deployed is kept up to date and is available at all times
- Communicating and meeting with parents and all stakeholders to ensure that they are fully engaged with interventions both in and outside of school
- Using effective and varied teaching strategies

- Providing suitable learning challenges and resources appropriate to a child's needs
- Creating a safe, stimulating and accessible learning environment
- Liaising with SENCO to discuss progress made against individual targets and to identify the next steps.
- Deploying TA's effectively.
- Coordinating and reviewing a pupil's individual learning plan, in whatever form it takes, with the support of the SENCo where needed.

The TA's (Teaching Assistant) are responsible for supporting teachers and children in the class. This includes:

- Working with individual children to focus on specific targets.
- Working with groups of pupils who have a shared need or who are acting as role models.
- Delivering specific programmes of Wave 3 intervention e.g. Fizzy, Dancing Bears, Black Sheep, Language for Thinking
- Taking part in CPD to develop skills and knowledge
- Meeting regularly with SENCO to discuss individual children's progress and needs, and to share expertise and good practice
- Recording children's achievements against agreed targets and collating supporting evidence.

Section 4: Identifying SEND

4.1 Identifying Pupils with SEND

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

The 2015 SEND Code of Practice identifies SEND as:

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

(DfE, 2015)

Section 6.25-6.32 of the Code of Practice identifies 4 broad categories of Special Educational Needs:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or Physical needs**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

As such, all children who require School Support **must** be registered under one of these categories. In addition we will monitor those children who we feel have an additional need but do not meet the threshold for school support.

Some children may have additional needs and barriers to their learning that are **NOT** SEND but do have a direct impact on progress and attainment, these can include, but are not limited to:

- Disability (the 2015 Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

It is the role of the class teacher to monitor and support children who come within these areas of need and ensure that appropriate support is in place in that barriers to learning are sufficiently removed.

4.2 Notifying parents that SEND provision is being made

In line with the 2015 Code of Practice, when the school makes SEND provision for a child the parents/carers will be told through a formal letter. The school uses a standardised format for this and a copy is available from the SENCO. An open and full dialogue must have taken place leading up to this point and it should not be a surprise to the parent/carers that this action is being taken. To ensure that parents/carers fully understand the meaning of the provision, it is highly recommended that the letter is delivered in person by the class teacher who will explain how and why the additional support is being deployed.

4.3 A Graduated Approach to SEND Support

Phase 1

Stage	Person Responsible
1. Staff to initially highlight concerns to SENCO, who will then offer advice and support that can be put into place in the classroom as part of differentiation	Class Teacher SENCO
2. Identifying what the barrier is, discuss strategies for Quality First Teaching to put in place to accelerate progress	Class Teacher SENCO
3. Identify those children who are still not making progress despite quality first teaching strategies being applied and discuss appropriate My Plan intervention, with specific targets and objectives, informal discussions with parents. Monitor the impact of this intervention using a log of interventions.	Class Teacher SENCO Parents
4. If after effective My Plan intervention has been used, children are still not making progress discuss concerns formally with parents, access external drop in sessions to seek advice (e.g. SALT and Educational Psychologist). At this stage a formal referral could be made to the Advisory Teaching Service (ATS), parental consent is required. Advice from such external agencies will then be put into action and the process will begin again from box 2.	Class Teacher SENCO ATS Informal drop ins with external agencies Parents
5. Class teacher and SENCO to continue to monitor progress. If child is still not making progress, formal written concerns must be made to the SENCO. These must outline the provision made so far, the outcomes, notes of discussions with parents and colleagues. Parent's invited to a formal meeting for a discussion of special provision and must be issued with a letter explaining this action.	Class Teacher SENCO Parents SLT
At this stage the ASSESS- PLAN-DO- REVIEW process is initiated and the child is placed on the SEND register.	

Phase 2

ASSESS – PLAN- DO- REVIEW PROCESS	
STAGE	PERSON RESPONSIBLE
<p>ASSESS</p> <ul style="list-style-type: none"> -Teacher’s assessments and experiences of the pupil - Pupil progress attainment and behaviour - The individual development in comparison to their peers -The views and experiences of parents/carers -Advice and support from external support agencies (as appropriate) 	<p>Class Teacher SENCO Advisory Teaching Service Educational Psychologist Parents/ Carers Pupils</p>
<p>PLAN</p> <p>When appropriate the child should take an active part in writing their plan and deciding their outcomes. Their voice should be clear. Plans should then be shared and discussed with the parents / careers.</p> <ul style="list-style-type: none"> -Through the My Plan / My Plan+ / EHCP the teacher is to plan differentiated activities and learning opportunities to match the child’s needs. What changes will be made to Quality First Teaching to ensure the child’s needs are catered for in the classroom, this may include resourcing?) -All staff working with the child to be made aware of the individual needs through shared My Plans and focused outcomes. -The plan for targeted provision will be discussed with the parents, the child and the class teacher. Once this has been decided class teachers retain the responsibility for the child even when the child is undertaking targeted provision away from the classroom and supported by another adult (this provision must be connected to the whole class learning and the teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention into whole class activities) -Training to be put in place where appropriate -Timetabled targeted interventions which are monitored regularly -Class teachers to provide planning time to support staff in implementing interventions -Teachers to take responsibility for monitoring the progress of child - Teacher to ensure on-going dialogue with parents -Clear objectives to be explained to the child to impact on clear and expected outcomes- Additional provision that cannot be catered for by Uley CE Primary School will be considered if recommendations from outside agencies indicate this. 	<p>Class Teacher Support Staff SENCO Parents/ Carers Pupils</p>
<p>DO</p> <ul style="list-style-type: none"> -The class teacher to be at the centre of the day-to-day responsibility for working with all pupils including those identified with SEND -Teachers to have access to joint planning time with SENCO and support staff where appropriate -Intervention to be completed and recorded effectively so that teacher can have 	<p>Class Teacher Support Staff SENCO Parents/ Carers Pupils</p>

<p>access to all work carried out and can therefore inform judgements regarding progress made.</p> <p>-On-going assessment of pupils with SEND is the responsibility of the class teacher and feedback to the SENCO should occur when issues begin to emerge, it is not necessary to wait until review meetings</p>	
<p>REVIEW</p> <p>Termly review meetings of My Plans, My Plan+ and their associated outcomes must be held to help track the progress of SEND pupils to assess if the child has achieved the target set during the plan stage.</p> <p>These should take place with parents / careers and when appropriate the child.</p> <p>Discussions may include:</p> <p>-Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assessment of work, informal assessments and standardised tests.</p> <p>-If the child is on track to meet their end of year target</p> <p>-is there an improvement in their former rate of progress?</p> <p>-Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom?</p> <p>-Responses of pupils and parents should also be considered.</p> <p>If as part of the review of the cycle it is felt that this cycle is still not achieving the desired outcomes despite all of the above actions being completed thoroughly, an EHCP plan will be considered. If this is successfully applied for then:</p> <p><u>Children with EHCP- Education Health and Care Plan</u></p> <p>-All adults working with the child that has a EHCP must read the plan and be familiar with the content</p> <p>-A clear range of strategies and approaches to support class differentiation are implemented. Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed. SENCO to monitor progress termly with relevant staff, parents and pupils.</p>	<p>Class Teacher Support Staff SENCO Parents/Carers Pupils</p>

Section 4.4: Criteria for Ending Special Provision

When special provision is no longer required, in line with the 2015 SEND Code of Practice, the parents/carers will be informed through a formal letter. The school uses a standardised format for this and a copy is available from the SENDCO. An open and full dialogue must have taken place leading up to this point and it should not be a complete surprise to the parent/carers that this action is being taken. To ensure that parents/carers fully understand the meaning of the ending of provision, it is highly recommended that the letter is delivered in person by the class teacher who can continue the dialogue with the parents/carers.

Section 5: Supporting Pupils and Families

At Uley CE Primary School, we know that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.

We aim to involve parents/carers in important decisions regarding their child's education. Parents/carers are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher
- Liaison with outside agencies requested through the school's provision
- Parents evenings
- Discussions with the SENCO or Head Teacher
- The My Plan process.

Parents/carers are asked to comment on their child's My Plans, My Plan + and EHCP with possible suggestions that could be incorporated.

Parents/carers meetings take place three times a year at the start of each long term (October, February and May). In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The SENCO may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required. In accordance with the Equality Act (2010), parents/carers can access the school's SEND Information Report on the school's website.

Some families may choose to self-fund independent external agencies, regarding their child's needs, for example, educational psychologists or speech and language therapists. All maintained schools, including Uley, have access to quality assured and vetted agencies which can be accessed

at the appropriate stage of a child's needs and phase of the graduated pathway. We would recommend that these services are utilised in partnership with the school.

However, should parents wish to work with their own independent agencies outside the school, we will support this decision and would recommend that appointments/interventions take place outside of school hours. We feel that we are not in the position to authorise independent agencies access to the classroom due to safeguarding other children and families, and the unknown quality assurance of the service.

Section 6: Supporting Pupils at School with Medical Conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties as outlined in the Statutory Guidance on Supporting pupils at School with Medical Conditions December 2015 and 2015 SEND Code of Practice.

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Section 7: Monitoring and Evaluation of SEND

Class teachers are responsible for assessing and evaluating of the impact of interventions and their on-going progress. Whole school pupil progress will be monitored on a termly basis by the SENCO and Headteacher. From this overview a report will be issued to the SEND governor who will in turn feed back to the governing body.

The success of SEND outcomes for children for whom special provision is made will be recorded on their My Plan, My Plan + or EHCP review, which is updated every short term (every six weeks). This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussion and through meetings with parents.

Section 8: Training and Resources

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities will be made available to all teaching and support staff where appropriate. Once a term the SENCO will lead a staff meeting focusing on the CPD of staff and at least once a year they will report to governors on the progress of SEND in the school and wider educational environment.

The SENCO will regularly attend relevant SEND courses, network meetings and discussions with other colleagues and will disseminate relevant information to staff and the Headteacher.

Section 9: Storing and Managing Information

All data, sensitive material and personal information will be stored in line with the school's data protection policy.

Section 10: Reviewing the Policy

This policy will be reviewed annually to ensure that it is up to date and following best practices.

Section 11: Dealing with Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaint Policy and Procedures, which can be found on the school website, for further information.

Section 12: Bullying

This school will not tolerate harassment or bullying of children with SEND or disabilities. Any behaviour which is deemed to be discriminatory or derogatory will be dealt with immediately. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Anti-Bullying Policy for further information.

Section 13: Related Documents and Policies

This policy is deployed alongside the following Uley School documents and policies:

- Safeguarding Policy
- Teaching and Learning Policy
- Supporting Pupils with Medical Conditions
- Accessibility Plan
- Anti-Bullying Policy
- Equalities Policy
- Complaints Policy
- Assessment Policy
- Data Protection