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<b>SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY</b>	
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## THE LOXFORD SCHOOL TRUST ABBS CROSS ACADEMY SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### Introduction

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our children. This includes appropriate differentiation for individual children, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our children experience success. This does not mean treating all children equally; it means treating all children as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our children with special educational needs are met.

When carrying out our duties towards our children with SEND, we have regard to the Special Educational Needs and Disability Code of Practice 0-25 January 2015.

### Principles

- We value all children in our school equally.
- All children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all children.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Children and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.

- Children with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

### **Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all children with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that children with SEND engage in all the activities of the school alongside children who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for children with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Definition of Special Educational Needs and Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these children are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

### **Children and young people with a disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, Autistic Spectrum Disorder and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children and young people with a disability and those with SEND. Where a child or young person with a disability requires special educational provision they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that the Trust adheres towards disabled children and young people with a disability:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people with a disability
- They must not discriminate for any reason arising in consequence of a child or young person’s disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children and young people with a disability are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what children and young people with a disability might require and what adjustments might need to be made to prevent that disadvantage

Loxford School Trust has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between children and young people with and without a disability. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

The Trust makes reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. The Trust makes reasonable adjustments by making physical alterations where possible.

Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for students with a disability to the curriculum, the physical environment and to information.

The Trust also uses the:

- Working Together to Safeguard Children (March 2015): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled students (2015): Technical guidance from the Equality and Human Rights Commission

- Supporting students at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

### **Identification and assessment of children with special educational needs**

The identification of SEND is built into our overall approach to monitoring the progress and development of all children. This allows us to identify children who are making less than expected progress at an early stage. Inadequate progress might be that which:

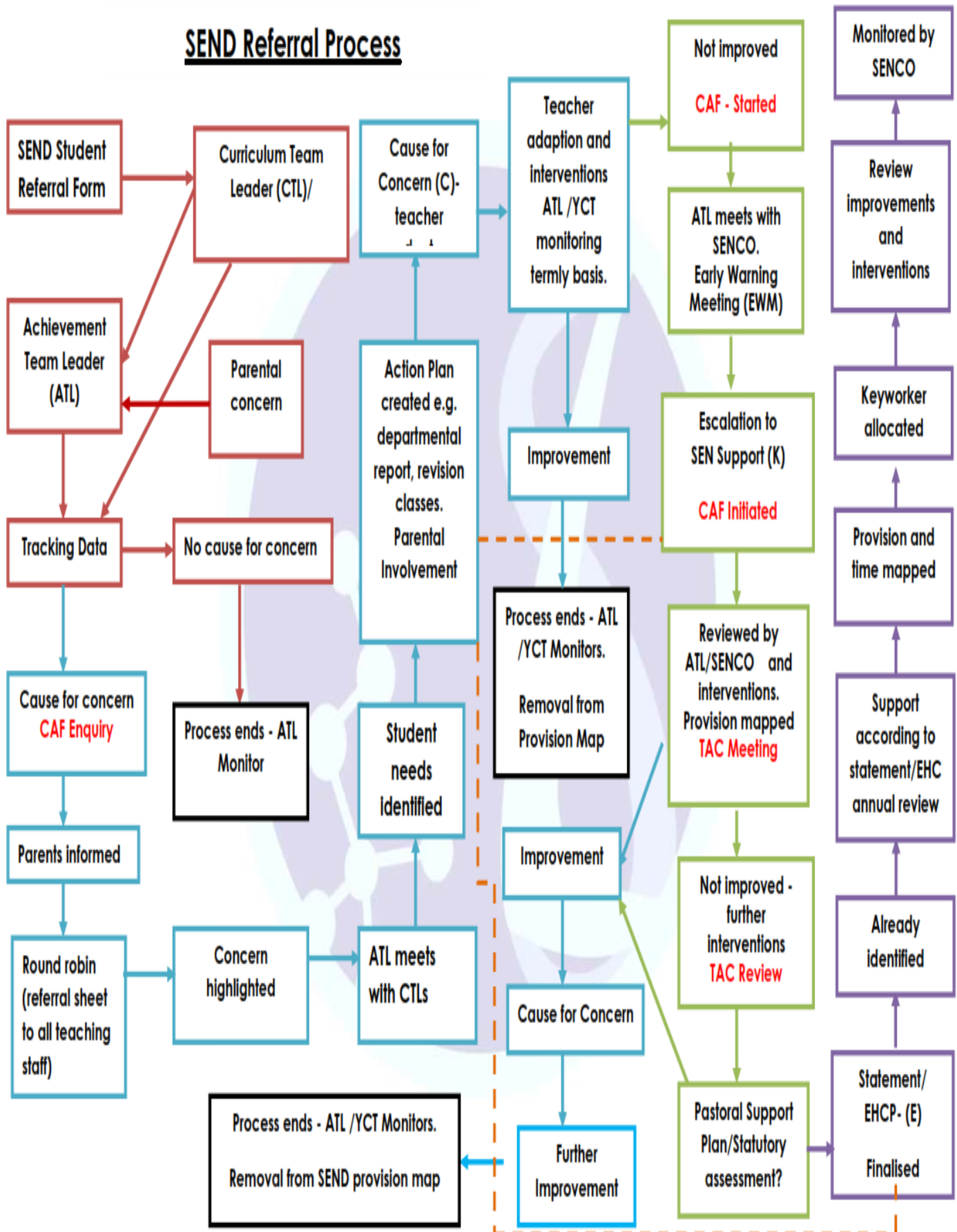
- is significantly slower than that of their peers starting at the same baseline
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

It is important to note that concern relating to a pupil's behaviour is defined as an underlying response to a need, and not a SEN within its own right. It is also recognised that there is a difference between the student with Special Educational Needs who has barriers to learning, and the student who is simply underachieving.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the child, parents and class teacher. Discussions will be held with the child and their parents/carers in order to develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Diagram A provides the overview for this process in the secondary phase.

Diagram A Secondary



Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the children in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

### **SEND Support**

When a child is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice (2015). In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a child continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Children on SEND support are provided with short term targets which are reviewed termly at the SEND/Year Team support meeting. Children that have a Statement of Special Need/Education Health Care (EHC) Plan have a Student Support Summary which provides pertinent information (including short term targets) about the child. Children with a Statement/EHC Plan are also allocated a Key Worker and may have a Specialist Outreach Support Worker who meet with parents and children once a term to review targets and progress. This information is then reviewed by the SENCO.

Some children will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these children will then be removed from the school's register of SEND children. However, we continue to monitor the progress of such children closely to ensure their progress is maintained.

### **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND children from delegated funding, we will request that the Local Authority conduct an assessment of the child's

education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan. These children will continue to have a Statement until the Local Authority completes its transition from Statements to EHC Plans.

The Trust will ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

The Trust will ensure the child's parents or the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer their views and information, and are consulted about the content of the plan.

The Trust will consult children, and their parents (and young people with SEND or disabilities) when reviewing the SEND Information Report.

The Trust will make arrangements for providing children, and their parents, (and young people with SEND or disabilities) with advice and information about matters relating to SEND and disability.

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

Parents' views are important during the process of carrying out an EHC assessment and drawing up or reviewing an EHC plan in relation to a child. The Trust will enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, the Trust and other agencies will normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them.

### **Supporting children, young people and parents to participate in decisions about their support**

The Trust will ensure that children, young people and parents are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support. This should include information on their rights and entitlements in accessible formats and time to prepare for discussions and meetings. From Year 9 onwards, particularly for those with Education, Health and Care plans, the Trust will be involved in planning for their transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The Trust will consider whether some young people may require support in expressing their views, including whether they may need support from an advocate (who could be a family member or a professional). The Trust will **not** use the views of parents as a proxy for young people's views. Young people will have their own perspective and the Trust will have arrangements in place to engage with them directly.

### **Involving children, young people and parents in planning, commissioning and reviewing services**

The Trust will consult children and young people with SEND or disabilities, and their parents in reviewing educational and training provision and social care provision and in preparing and reviewing the SEND Information Report. It is important that they participate effectively in decisions about support available to them in their local area.

Effective participation should lead to a better fit between families' needs and the services provided, higher satisfaction with services, reduced costs (as long-term benefits emerge) and better value for money. The Trust will work with children, young people and parents to establish the aims of their participation, mark progress and build trust.

They will make use of existing organisations and forums which represent the views of parents – and those which represent the views of children and young people directly.

There are clearly described roles for children, young people and parents.

There are strong feedback mechanisms to ensure that children, young people and parents understand the impact their participation is making.

### **How Loxford School Trust adapts the curriculum and learning environment for children with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable children with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the children with SEND in their class and know a range of strategies that can be utilised to support children. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children.

### **Additional support for learning available to children with SEND**

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of children and individual children within the school.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our children with language and communication needs effectively.

Some children are supported in class for part of the school day by a LSA, either individually or in a small group. These children continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to



develop independence in the children with whom they work and support is only assigned when it is needed.

In order to better access external assessments a small number of children with Special Educational Needs also receive access arrangements in their exams for example additional time.

### **Support for children with social, emotional and mental health difficulties**

Some children's special educational needs relate to social, emotional or mental health difficulties. Whilst some children display their difficulties through challenging or disruptive behaviour, other children may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. We address the needs of these children by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

### **Specialist provision, equipment and facilities**

The school also has a nurture group for a maximum of 16 children receiving SEND Support. These children are expected to join mainstream classes by the end of year 7.

The school also provides the following specialised provision:

- SEND/EAL Phonics and comprehension groups
- Exam Access Arrangements for students
- Reading Recovery
- Social Skills Group
- Behaviour Restorative Sessions

The school is able to meet the needs of the majority of children with SEND Support. The secondary school is housed in 'state of the art' premises which opened in 2010. As such, all areas are fully accessible for disabled children with the assistance of lifts to move between floors. There are also disabled toilets on each floor. Every corridor is clearly marked for all children.

In the primary, children with physical disabilities are able to access the first and second floors through use of the lift. There are also disabled toilets on each floor. We also have shower facilities which are available on the ground floor. We have small group rooms which are used to run a range of interventions.

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use provided it is considered a reasonable adjustment in line with the Equality Act 2010. E.g. physiotherapy, occupational therapy, Newbridge Outreach, SERC.

### **How Loxford School Trust evaluates the effectiveness of its provision for children with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

### **How Loxford School Trust assesses and reviews the progress of children with SEND**

We have robust tracking systems for monitoring the progress of all our children, including those with SEND. Early Warning Meetings are held by half-termly, attended by the ATL, SENCO and external specialists to identify children making less than expected progress and planning actions to address this lack of progress.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of children with SEND in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Student Support Summary. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

### **The SEND Register and Record Keeping Arrangements**

The SENCO maintains a central electronic register that details all children who have been identified as having SEND. This register is updated on an on-going basis and also details any external agencies the child is working with or has worked with in the past.

In the primary every class teacher has a Special Educational Needs Folder. These folders have specific sections for each child in that class who has SEND Support or an EHC Plan. These are working documents and changes can also be made as appropriate. Additionally informal notes are kept on each child, along with any copies of samples of work the teacher or additional adults feel are significant with regard to monitoring the child's progress. All of these documents are used during reviews.

In the SENCO's office, each child at SEND Support or with an EHC Plan has their own file. These documents provide a historical record of the child's progression while at our school. These folders are passed onto transfer school at the school's request.

### **Admissions**

Children with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### **Roles and responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

#### **Governing Body**

- to ensure that the necessary provision is made for any child who has special educational needs

- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that childrens' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs
- to ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet on regularly with the SENCO and conduct visits to the school on a planned programme

### **The Headteacher**

- to manage all aspects of the school's work, including provision for children with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

### **The Special Educational Needs Co-ordinator**

The Special Educational Needs Co-ordinator is Mrs S Trezise who is in school full time. Their key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of children with SEND
- to work in partnership with parents/carers of children with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by children with SEND
- to liaise with the relevant Designated Teacher where a looked after child has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet childrens' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that children make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of children with SEND in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of children with SEND are maintained and kept up to date

- to support and advise teachers about differentiated teaching methods appropriate for individual children with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

### **Teachers**

- to provide Quality First Teaching for all the students in their class
- to provide for the individual needs of all their students, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their students, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by children with SEND

### **Learning Support Assistants**

- to support children with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- to develop the independence of the children with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the children with whom they work to inform planning and review

### **Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any child identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice.

### **Child participation**

Children and young people with special educational needs or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our students with SEND to express their views.

### **Storing and managing information**

See Loxford School Trust's Data Protection Policy.

### **Links with other mainstream schools and special schools**

Advanced planning for children in Year 5 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Primary School to ensure that effective arrangements are in place to support children at the time of transfer.

When children move to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Child Information) Regulations 2000.

### **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with him/her at the beginning of each term to plan him/her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- Children and Adults with Disabilities 5 – 19 Team which comprises of:
  - Educational Psychologists
  - Havering Advisory Teachers
  - SEN Case workers
  - Playback Studios (Mentoring)
  - Counselling
  - CAMHS (Child and Adolescent Mental Health Service)
  - Educational Welfare Offices
  - Havering Child Development Team
  - School Nurse Team
  - Virtual School for Children Looked After
  - Social Care services

### **Complaints procedures**

The schools' complaint procedures are set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Loxford School Trust's SEND Information Report**

Further information on Abbs Cross Academy and Arts College's arrangements for supporting children with SEND can be found in the school's SEND Information Report which can be accessed on the school website.

Our School SEND Information Report forms part of the local authority's SEND Information Report, which is also available on this site and provides information for parents/carers on SEND services available within Havering and neighbouring boroughs.

### **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2015

Equality Act 2010

Education Act 2011

Information on Statutory Requirement to Support Children and Young People with Special Educational Needs (Children and Families Act, 2014):

<http://www.legislation.gov.uk/ukpga/2014/6/part3/enacted>

The National Attention Deficit Disorder Information and Support Service:

<http://www.addiss.co.uk/>

The National Autistic Society:

<http://www.autism.org.uk/>

The British Dyslexia Association:

<http://www.bdadyslexia.org.uk/>

The Information, Advice and Support Services Network:

<http://www.iassnetwork.org.uk/>

### **Related school policies**

Equality Policy

Accessibility Plan <http://www.abbscross.net/wp-content/uploads/2016/01/Accessibility-Plan.pdf>

Health and Safety Policy

Medicines in School Policy