

Church Aston Infant School



Special Educational Needs and Disabilities Policy

February 2025

Contents

| | |
|--|----|
| Definition of Special Educational Needs and Disabilities (SEND)..... | 3 |
| The National Context..... | 3 |
| Equal Opportunities and Inclusion..... | 3 |
| Identifying Special Educational Needs..... | 4 |
| Disability..... | 4 |
| Roles within School..... | 5 |
| SENCO..... | 5 |
| Class Teacher..... | 5 |
| Teaching Assistants..... | 6 |
| Headteacher..... | 6 |
| SEND Governor..... | 6 |
| A Graduated Approach to SEND Support..... | 7 |
| Quality First Teaching..... | 7 |
| SEND Support..... | 8 |
| Inclusive Schools Forum..... | 9 |
| Education Health Care Plan (EHCP)..... | 10 |
| Managing Pupils on the SEND Register..... | 10 |
| Criteria for exiting the SEND register..... | 11 |
| Supporting children and families..... | 11 |
| Working with Parents..... | 12 |
| Working with Children..... | 12 |
| Supporting Pupils at School with Medical Conditions..... | 13 |
| Monitoring and Evaluation of SEND..... | 13 |
| Training and Resources..... | 13 |
| Storing and Managing Information..... | 14 |
| Accessibility..... | 14 |
| Bullying..... | 14 |
| Complaints..... | 15 |
| Supporting Documents..... | 15 |

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

*'A child or young person has special educational needs (SEND) if they have a **learning difficulty or disability** that 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 that 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.'*

'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 and young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers'

(Special Educational Needs and Disability Code of Practice, January 2015)

Special educational provision is provision different from or additional to that normally available to pupils of the same age. **(Code of Practice 2014)**

The National Context

- The SEN Code of Practice 0-25 DfE (Jan 2015)
- Equality Act 2010: advice for schools DfE Feb (June 2018)
- The Special Educational Needs and Disability Regulations 2014, Cross Heading: SEN information report (2014)
- Statutory Guidance on Supporting pupils with medical conditions at school (August 2017)
- The National Curriculum in England Key stage 1 and 2 framework document (Dec 2014)
- Church Aston Infant School Child Protection and Safeguarding Policy
- Church Aston Infant School Accessibility Plan
- Teachers Standards (Dec 2021)

Equal Opportunities and Inclusion

At Church Aston Infant School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development we try to ensure all contribute to the social and cultural activities of the school.

All pupils have access to a broad and balanced curriculum to prepare them for life in modern Britain. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to remove barriers to pupil achievement. We aim to raise the aspirations of and expectations for all pupils with SEND by providing high quality teaching, suitable resources and interventions that are implemented by highly trained staff.

The Equality Act 2010 determines that all pupils should be treated equally. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important to us that we meet the diverse needs of pupils to ensure inclusion for all. This may mean that that not all children are treated in the same way but will be supported through different strategies to meet their different needs.

Our objectives at Church Aston Infant School are:

- to work with the guidance provided in the SEND Code of Practice, 2015
- to monitor the progress of all children to facilitate the early identification of the need of children with SEND
- to make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the Early Years Foundation Stage Curriculum and National Curriculum
- to work with parents to support their children
- to work with and in support of outside agencies who are supporting children with SEND
- to provide support and advice for all staff working with special educational needs children
- to create a school environment where children can contribute to their own learning
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- to provide a Special Educational Needs Co-ordinator (SENCO) who will work with the Inclusion Policy

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In the SEND Code of Practice 2015 children with SEND are classified into 4 broad categories of need. These are:

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

Note that:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEND need and should not automatically lead to a child being registered as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND need.
- Identifying and assessing SEND for children whose first language is not English requires particular care: difficulties related solely to limitations in English as an additional language are not a SEND need.

Disability

Many children 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, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

The purpose of identification is to work out what action the school needs to take, not to fit a child into just one of these categories. At Church Aston Infant School we identify the needs of pupils by considering them as a whole child and not just by their special needs. We also consider other things that may impact on progress and attainment. These may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being in receipt of Service Pupil Premium Grant
- Being a Gypsy, Roma or Traveller child

ROLES WITHIN SCHOOL

Role of the SENCO:

The SENCOs (Mrs Paula Bundy and Mrs Sarah Pitt) are responsible for coordinating all the support for children with SEND needs and developing the school's SEND policy and provision to make sure all children have a consistent, high quality response to meeting their needs in school.

Specific duties include:

- effectively supporting class teachers and teaching assistants in identifying, planning for and
- assessing SEND children's learning;
- ensuring that parents are effectively involved in supporting their child's learning and are
- kept informed about the support their child is receiving in school;
- liaising with outside agencies that come into school to support children's learning;
- keeping and updating the school's SEND register to make sure that there are
- accurate records of SEND children's progress and needs;
- ordering appropriate specialist resources for the support of SEND children in school (such as
- intervention programmes, physical support resources, visual support resources);
- provide specialist training and support for teachers and teaching assistants in school so that
- they can support SEND children to achieve the best possible progress; and
- writing and updating the school's SEND Policy.

Role of the Class Teacher:

The class teacher has responsibility for all the SEND children in their class and they should ensure that they follow the school's SEND Policy with regard to these children.

Specific duties include:

- checking on the progress of all SEND children, identifying, planning and delivering any

- additional support a child may need;
- ensuring that all staff working with the child in school are aware of their needs in order for the child to achieve the best possible progress;
- providing appropriate resources to support the needs of an individual;
- liaise with the SENCO over individual education plans (IEP) and any additional support from outside agencies that may be needed;
- write and review individual education plans termly and share them with parents; and
- share any outside agency work with parents, including reports and reviews.

Role of Teaching Assistants:

Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Some teaching assistants have specific roles or areas of expertise.

Specific duties include:

- to work under the direction of the class teacher who is ultimately responsible for the children's learning;
- to support the teacher to meet the needs of individuals or groups of children with SEND, including those with EHC plan either 1:1, in a group or as part of the whole class;
- to deliver specific intervention programmes to identified children and report to the teacher and/or SENCO regarding the progress of these programmes;
- to liaise with outside agencies where required; and
- to work with the teacher and/or SENCO to plan, deliver, monitor and review IEPs and where appropriate contribute to Annual Reviews.

Role of the Headteacher:

The headteacher has responsibility for all children with SEND needs across school.

Specific duties include:

- effectively working with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in school.
- have overall responsibility for the provision and progress of pupils with SEND and/or disabilities.
- Monitoring the cost and impact of additional support and specialist services for SEND pupils.

Role of the SEND Governor:

This governor has delegated responsibility to oversee the SEND provision in the school and will, together with the Headteacher as the responsible person, report to the Teaching and Learning Committee as the Committee responsible for SEND and in turn the Governing Body.

Specific duties include:

- ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve the NPQ for SENCOs within three years of appointment;
- ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014). The responsible person is the Headteacher;

- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014 and cooperates with the local authority in developing the local offer;
- ensure the school takes account of the 'SEND Code of Practice' when carrying out their duties towards all children with SEND;
- ensure the school uses their best endeavours to confirm that the necessary special educational provision is made for any child who has SEND;
- oversee the school procedures to notify parents when special educational provision is being made for their child, because it is considered that he or she has SEND needs;
- oversee school procedures to make sure that teachers in the school are aware of the importance of identifying children who have SEND needs, are aware of children with specific SEND needs and are providing appropriate teaching;
- ensure that all staff working with children have received appropriate training and this training is kept current;
- ensure that children with SEND needs join in the everyday activities of the school together with children without SEND needs, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other children; and the efficient use of resources;
- ensure the school has appropriate resources for SEND pupils and evaluate the deployment and impact of resources to ensure value for money;
- monitor the impact of the school's provision on the progress of all children with SEND;
- review all external monitoring reports on SEND practice;
- access training on issues involving SEND; and
- review annually the school's policy, procedures and approach to meeting children and young people's SEND needs, including those with and without an Education, Health and Care Plan (EHCP).

A GRADUATED APPROACH TO SEND SUPPORT

Quality First Teaching

All children receive high quality first teaching in the classroom from the class teacher supported by a teaching assistant.

Any children who are falling significantly outside the range of age-related expectations will be monitored.

Once a child has been identified as possibly having difficulties or learning needs, they will be closely monitored by staff to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide scaffolded or adapted learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and learning style that needs to be applied. These may be recorded on an Individual Education Plan (IEP), a copy of which will be given to the parents and a copy kept in school.

The SENCO will be consulted as needed for support and advice and may observe the child in class.

Through monitoring and consultation with the SENCO the level of provision the child will need going forward can be determined.

A child who has recently been removed from the SEND register will also be at this stage of quality first teaching as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Staff pupil progress meetings and parent teacher meetings are used to monitor and assess progress being made by children.

SEND Support

Where it is determined that a child does have SEND needs, parents will be formally advised of this, and the decision to add the child to the SEND register. The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

At Church Aston we use the **graduated approach** to provide support - assess, plan, do, review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows.

Assess

The class teacher and SENCO analyse teacher assessments, knowledge of the pupil, previous progress and attainment, comparisons with peers and national data, and the views and experience of parents or carers. We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. The child's views and where relevant, advice from external support services may also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The plan will be recorded on a **SEND Individual Education Plan (IEP)**, which will be signed by, and given to the parent, with a copy kept in school.

Do

The class teacher remains responsible for working with SEND children on a daily basis. Where any interventions take place out of the classroom, the teacher will still retain responsibility. Teaching assistants or specialist staff will work closely with the teacher and SENCO to assess the effective implementation of support and make links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

All teachers and teaching assistants engage in regular training to improve teaching and learning for pupils with a range of needs. This is then applied in the classroom setting and reviewed to see how different groups are progressing and any changes that need to be implemented are put in place.

Review

Reviews of a child's progress will be made regularly as part of the classroom planning for teaching and learning and at least termly as part of the class SEND review meetings. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher in conjunction with the teaching assistant and SENCO, where necessary, will revise the support and outcomes based on the child's progress and developments making any necessary amendments going forward, in consultation with parents and the child. IEP's will be updated regularly as part of this review process.

Inclusive Schools Forum (ISF)

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND). It aims to provide an opportunity to network and deliver peer-to-peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools. As part of this offer Outreach support can be sought from The Bridge special school or Haughton School. This will involve an outreach teacher working with the SENCO and school staff to observe pupils, advise on strategies and support the implementation of these strategies.

A key function of the forum is to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace, the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan (EHCP) will not be required to assess AIF funding. All schools must work with parents, carers, children and young people in a person-centred way, including them in the application and the review process.

Which children can be discussed at the inclusive school forum?

- The child's home address must be in Telford and Wrekin.
- Children must not have an EHC plan or have an EHC needs assessment underway.

- Children do not receive support via FAP, or request has not been made for FAP resource. (Where a child previously received support via FAP but this has now stopped and the need continues or re-emerges then a request may be considered).
- The school can demonstrate that they are already supporting a child's special educational need using quality first teaching and a high quality graduated approach (this must involve evidence that outside agencies have been used during cycles of assess, plan, do and review) at SEN support.
- There is evidence that the school has used their normally available resources (i.e. element 2 funding of £6000 per child per annum) over time to support the child's special educational need via a provision map.
- The school can provide evidence of progress over time and the impact of current provision.
- The school has set out what they require AIF for (based on recommendations from outside professionals), what needs they aim to address, what provision they would put in place, the cost of it and expected outcomes.

Education Health Care Plan (EHCP)

If a child has lifelong difficulties, or where despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child and they have not made expected progress, the school or parents would consider requesting an Education, Health and Care needs assessment (EHCNA) as part of SEND support. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review. The application for EHCPs will combine information from a variety of sources including:

- parents and child
- teachers, including learning support advisory teachers (LSATs)
- SENCO
- social care
- health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate an EHCNA. An EHCNA will not always lead to an EHCP. It should not take more than 20 weeks from requesting an assessment to a final EHCP being issued.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

- The SENCO will hold and maintain the SEND register.
- IEPs will be written by the class teacher, supported by the SENCO. The targets on the IEP are based on collaboration between all the parties involved, i.e. teacher and teaching assistant, SENCO, specialist advice, the parent, and where appropriate the child. Targets set are:
 - Specific

- **Measurable**
- **Achievable**
- **Relevant**
- **Time limited**
- The class teacher and teaching assistant will collect and record evidence of progress according to the success criteria described on the plan.
- IEPs will be reviewed by the class teacher and SENCO termly but may be updated sooner if the outcomes have been achieved.
- New targets will be set termly, once previous targets have been reviewed.
- The cost of engaging additional support and specialist services is monitored by the Headteacher and Governors.

Criteria for exiting the SEND register

When a child is making at least expected progress and is no longer identified as needing support additional and different from the rest of their cohort, a review of the child's progress will take place to confirm progress, including consulting parents and they will be taken off the SEND register.

All records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

Supporting children and families

Telford and Wrekin is the Admissions Authority for Church Aston Infant School. Standard procedures for admissions are followed.

Children with EHCPs (Educational Health Care Plans) are placed by the Local Authority, with every effort to take account of parent and pupil's preferences.

Maintained schools have a statutory duty to ensure that provision is made to meet the special educational needs of their pupils. When SEND children reach National assessment points we follow the appropriate guidance to ensure adjustments are made so pupils can access the Baseline in Reception, Early Years Profile, Phonics Screening Check and Key Stage 1 teacher assessments.

The school engages parents in a full transition programme for the Reception Year children. It starts with a meeting in the Summer Term to inform parents about school information. We may arrange a specific transition meeting for pupils who need help with the move into school. These meetings may be conducted with the help of pre-school practitioner key workers and key members of staff who will be working with the child once they start school.

When children move classes within the school there is close liaison between teachers. Children have the opportunity to work in both classes and in vertical groupings at times so that all children are familiar with both classrooms and all the staff in school.

As children move onto the next school we liaise closely with the receiving school staff and arrange a transition meeting that is specific to the child. Parents and key professionals may also be invited.

Our school information report is available on the website. It details the SEND provision at Church Aston Infant School, including contacts with other agencies and links to Telford and Wrekin's Local Offer.

WORKING WITH PARENTS

We believe that parents know their children best and that working with parents as partners is vital in helping children with SEND needs get the most out of their education. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

There are regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps, through IEP review meetings. They are given details of additional or different provision made under SEND support, as well as its impact. Parental permission is always sought before referrals are made to outside agencies, such as the Learning Support Advisory Teacher (LSAT), Educational Psychologist (EP), Speech and Language Therapy and Occupational Therapy (OT).

We can signpost parents towards agencies who offer support for parents. The Information, Advice and Support Services (IASS) offer independent and impartial information and advice for parents of children who have or may have Special Education Needs or a Disability and live in Shropshire or Telford and Wrekin. <http://www.telfordsendiass.org.uk/#/independent-support/4590533528>

PODS (Parents Opening Doors) is a Telford parent carer forum which offers activity groups for families, parent support groups and a 1:1 befriending service. <https://www.podstelford.org/>

The Autism Hub is based in Telford and offers support, advice and workshops for parents of children before and after an autism diagnosis. <https://www.telfordautismhub.org.uk/>

WORKING WITH CHILDREN

It is important to listen to and act upon what children say about their needs and what sort of help they would like. We recognise that 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously' Article 12 UN Convention on the Rights of the Child.

At Church Aston Infant School children are involved and supported through;

- setting their targets, where appropriate
- enabling children to express their feelings about how their needs are being met in curriculum time and outside of this
- ensuring that the views of the children are sought and recorded in reports produced by both the school and other agencies where appropriate
- encouraging children to become involved in the wider life of the school
- encourage pupil voice through the School Council and focus groups
- planning carefully for transition from class to class and between schools, including entering school from nurseries
- opportunities to talk to adults in the school, and the Family Support Worker as needed
- pupil voice on their education, via talks with the SENCO

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. At Church Aston Infant School, we pay regard to the statutory guidance '*Supporting pupils at school with medical conditions*'

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some pupils may also have special educational needs (SEND) and/or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases, we make sure the SEND Code of Practice (2014) is followed.

We aim to provide a high level of care and social support for all pupils. We aim to provide personal care through the use of care plans which may be drawn up with the help of suitable professionals such as the school nursing team. We would always seek the advice of parents and carers when drawing up these plans.

Medications pupils need would be carefully considered and kept in line with school policy and procedures. Again, we may seek the support of parents and carers when making decisions about administering medication. Please see the Supporting Pupils with Medical Conditions and Administration of Medication Policy.

MONITORING AND EVALUATION OF SEND

SEND pupils at Church Aston Infant School are monitored by the Headteacher and SEND Governor. The quality of provision offered to all children is evaluated through monitoring of the quality of education, analysis of progress for all children and specifically for identified groups including those with SEND needs. Audits of provision and monitoring of the impact of interventions and provision, sampling of parent view, children's views and staff views also enable the assessment of SEND provision in the school. The Governing Body will monitor SEND through reports from the SEND Governor, SENCO and Headteacher. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

TRAINING AND RESOURCES

Church Aston Infant School aims to provide high quality appropriate support from the school budget. The Local Authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

The staff at Church Aston Infant School have a wide range of qualifications which enable them to support pupils with SEND effectively. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, further whole school and individual training is planned.

The SENCO regularly attends the LA's SENCO network meetings to keep up to date with local and national updates in SEND. This also enables close links with SENCOs from local schools to be set up, where good practice can be shared.

STORING AND MANAGING INFORMATION

Church Aston Infant School understands its responsibility under the Data Protection Act 2018. It commits to ensure that the information is:

- used fairly, lawfully and transparently
- used for specific, explicit purposes
- used in a way that is adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary
- handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

The Confidentiality Policy and Data Protection Policy can be viewed on the school website.

ACCESSIBILITY

At Church Aston Infant School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Church Aston Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our Accessibility Statement, Equalities Policy and Equality Information and Objectives Statement can be viewed on our website.

BULLYING

Support for vulnerable pupils, including those with special educational needs, is clearly defined within our Anti-bullying Policy. We aim to prevent and tackle any unpleasant and intimidating behaviour to ensure all pupils are able to fulfil their potential. Bullying is dealt with seriously. By challenging bullying effectively we improve the safety, happiness and performance of our pupils.

It is vital that our children acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. We use the 'Jigsaw' programme to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Jigsaw has two aims for all children:

- to build their capacity for learning
- to equip them for life

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each Puzzle starts with an introductory assembly so there is a whole school focus for adults and children alike. Assemblies across each week encourage children to reflect that learning in their behaviour and attitudes.

COMPLAINTS

Parents (and others) are encouraged to raise complaints or concerns initially with their child's teacher, or the Headteacher, who will be able to discuss them either there and then or at a mutually agreed time. If the Headteacher is unable to resolve the concern, parents/carers should follow our Complaints Policy which can be found on the school website.

SUPPORTING DOCUMENTS

- Link to Telford and Wrekin SEND offer - <http://www.telford.gov.uk/send>
- School SEND Information report
- School Offer
- Equalities policy
- Data Protection policy
- Confidentiality policy
- Anti-Bullying policy
- Supporting Pupils with Medical Conditions and Administration of Medication Policy
- Accessibility Statement
- Equality Information and Objectives Statement

The policies above can be viewed on our website: <http://www.churchastoninfantschool.co.uk/>