



# **SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) & INCLUSION POLICY**

**SEPTEMBER 2021**

**APPROVED BY:**

**Name:** Mr Les Hall

**Position:** Chair of Governors

**Signed:**

**Date:**

**Review Date:** September 2022

# SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) & INCLUSION POLICY

## SEND & Inclusion Statement

South Walney Junior School (SWJS) aims to be a fully inclusive school, and we strive to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Through Quality First Teaching, we select appropriate teaching methods to match pupils' learning styles; within a whole class setting, in small groups or on a 1:1 basis; depending on need. This is supported by differentiation, modification of curriculum objectives and learning outcomes and the use appropriate resources, intervention and continuous assessment; all carefully matched to pupils' individual abilities and needs, their strengths and weaknesses and their developmental stage.

The needs experienced by a pupil may be short term or transient, or they may require support throughout their school career. The needs of gifted children are outlined and met as described in our policy for gifted and talented children. In this policy our approach to children with special educational needs or disabilities (SEND) is outlined.

## Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 states that:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## Inclusion for All

At South Walney Junior School, teachers, children and governors share a philosophy of inclusion. We are committed to providing an inclusive environment and education for all our pupils to prepare them for moving into an inclusive society.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help those pupils catch up.
  - Other pupils will have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement).
  - It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

## Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.  
  
and
2. The school's arrangements for assessing the progress of pupils with special educational needs

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*"Special educational provision is educational or training provision that is **additional to** or **different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching" **SEN Code Of Practice (2014)***

*"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."  
"Achievement for All" (National Strategies : 2009)*

*"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision." **Ofsted SEN Review 2010***

*"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level."  
**Ofsted SEN Review 2010***

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

**Identification and Assessment at Stage 1**

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of Assess, Plan, Action, Review)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's

devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between Class Teachers, SENCo and Headteacher.

- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need or disability is significant.

### Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs/disabilities, school provides for these additional needs in a variety of ways and uses a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Other small group withdrawal
- Individual class support / individual withdrawal
- Further differentiation of resources
- Buddies
- Homework club
- IEP tutorials

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Informal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes and our bespoke SEND Pupil Progress Tracker)
- Regular meetings about pupils' progress between the SENCo and the Headteacher
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Pupil and parent interviews when setting new IEP targets or reviewing existing targets
- Attendance records
- Headteacher's report to governors.

## Stage 2 Additional SEND Support and Specialist SEND Provision

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school, that is; they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £7150 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).

Each child on the SEND Register will have an Individual Education Plan (IEP). All class teachers, support staff, the SENCo, Specialist Teachers and Outside Agencies who work with the child contribute to and work with the IEP.

The IEP sets a small number of targets for the child to achieve in a measured period of time. The strategies used to achieve the targets and essential resources are also listed. IEP's are shared with the child and Parents/Carers.

IEPs are regularly reviewed, both to check that the child is making suitable progress and to ensure that the most beneficial teaching/learning strategies are being used.



## Individual Education Plans (IEPs)

Whilst IEPs are no longer prescribed in the SEN Code of Practice 2014, we continue to recognise them as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be "more literacy" or "more maths".
- Our IEPs will be accessible to all those involved in their implementation - pupils should have an understanding and "ownership of the targets".
- Our IEPs will be based on informed assessment and will include the input of outside agencies.
- Our IEPs will have appropriate short/medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered.
- Our IEPs will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
  - Discussion between class teachers and SENCo
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with other professionals, where applicable
- Our IEPs have been devised so that they are manageable and easily monitored and will be monitored and evaluated regularly.
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCo.



### Stage 3 or Education Health and Care Plan (Post September 2014) Statement of Special Educational Needs(Pre September 2014)

- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children.
- The responsibilities of our designated teacher include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - Ensuring that children who are 'looked after' have access to the appropriate network of support

- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least six-monthly
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six-monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### **3. The name and contact details of the SEND Co-ordinator.**

***Mrs McParland 01229 471447***

**The name and contact details of the Designated Teacher for  
Looked After Pupils:**

***Ms Lines (Headteacher) 01229 471447***

### **Management of Inclusion Within our School**

- The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).
- The SENCo is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.
- The Designated Teacher for Looked After Children (Headteacher) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

- **All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** - specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo).
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance and analysis (with SLT and SENCo) of a whole-school provision map for vulnerable learners
  - Pupil progress meetings with individual teachers
  - Regular meetings with the SENCo
  - Discussions with pupils and parents

### Special Educational Needs Co-ordinator (SENCo)

- In line with the recommendations in the SEN Code of Practice 2014 (updated April 2020), the SENCo will oversee the day- to-day operation of this policy (with administrative and liaison support provided by Mrs J Williams (Senior Teaching Assistant) in the following ways:
  - Maintenance and analysis of whole-school provision map for vulnerable learners.
  - Identifying on the provision map: pupils with special educational needs/disabilities: pupils in receipt of additional SEND support from the schools devolved budget: pupils in receipt of High Needs funding: pupils with Education Health and Care Plans (EHCP).
  - Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will

guarantee planning and preparation time for teachers and SENCo to ensure that these meetings occur).

- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs/disability, have a high profile in the classroom and with pupils (see section on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Co-ordinating provision for children with special educational needs/disabilities.
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need/disability which will require significant support.
- Managing support staff involved in supporting vulnerable learners.
- Contributing to the in-service training of staff.
- Liaising with and advising teachers.
- Liaising sensitively with parents and carers of pupils on the SEND list, in conjunction with class teachers; keeping them informed of progress and listening to their views of progress.
- Overseeing the records on all children with Special Educational Needs/Disabilities.
- Co-ordinating Annual Reviews for all pupils with an EHCP; liaising with the Local Authority's EHCP Key Worker.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 and Year 2 pupils on the vulnerable learners' provision map. This may include TAC meetings and extra meetings with parents and other agencies.
- Attending area SENCo network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

## Class Teachers

Class Teachers will:

- Liaise with the SENCo to agree :
  - Those pupils in the class who are vulnerable learners
  - Those pupils who are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map - but do not have special educational needs.
  - Those pupils (also on the provision map) who require additional support because of a special educational need or disability. Some of these pupils may require advice/support from outside professionals and, therefore, an Individual Education Plan (this would include pupils with EHC Plans)
- Secure good provision and good outcomes for all groups of vulnerable learners by :
  - Ensuring there is adequate opportunity for pupils with special educational needs or disabilities to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
  - Ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

#### **4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- Our SENCo is qualified to BA (First Class Hons) in Primary Education with SEN Specialism. This training gave a deep insight into how children with SEND learn and the implications of this for classroom practice.
- The SENCO will regularly attend local network meetings
- All staff will access regular training in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils, as well as staff training, will be commissioned by school.

- Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Senior Leaders will be responsible for reporting to Governors on the effectiveness of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

#### **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support (as required) up to £7150 (11 hours weekly support) per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for 'High Needs Funding'.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

#### **6. The role played by the parents of pupils with special educational needs (and other learning needs).**

#### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Ensuring that parent/carer 'voice' is heard in referral procedures to the Local Authority to request High Needs funding and in requests for assessments for an Education Health and Care Plan.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets
- (For some pupils with special educational needs) monitor, with them, their success at achieving the targets on their Individual Education Plan.

### Effective Transition and Links with Other Schools

- We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils in receipt of additional SEND support and those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the Plan Coordinator.



- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with 'moving on' will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.
- Additional accompanied visits to other providers may be arranged as appropriate.
- TAC Meetings will be arranged (attended by SENCOs from both schools, parents/carers and Outside Agencies where appropriate) to ensure detailed information is shared and any concerns are addressed.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

**7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

### Admission Arrangements

No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

*See separate Admission policy for the school, as agreed with the Local Authority:*

[Cumbria General Admissions Policy 2021-2022](#)

## Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the Class Teacher and SENCo, then, if unresolved, by the Headteacher. The Governor with specific responsibility for SEND/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

See separate Complaints Procedure:

### [Complaints Procedure](#)

**8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

## Links with Other Services

Effective working links will also be maintained with:

- Learning Support Services
- Specialist Teaching Services
- Educational Psychology Service
- Occupational Therapist/Speech Therapist/ Physiotherapist
- Community Paediatricians
- CAMHS
- Child Development Centre
- Social Care
- Action for Children Centres
- Family Learning
- Pupil Referral Unit (PRU) & Hospital Home Tuition Service (HHTS)
- Cumbria SEND IAS (Information, Advice and Support Services Network-formerly Parent Partnership)

**9. Information on where the local authority's local offer is published.**

## Cumbria Local Offer

**Policy Dated:** September 2021

**To be Reviewed:** September 2022

## Legislative Compliance

**Our SEND & Inclusion Policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and has been written as guidance for staff, parents or carers and children and meets the statutory requirements set out in:**

Children and Families Act 2014

(The Special Educational Needs and Disability Regulations 2014 are the main set of Regulations underpinning the Act)

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 (last updated April 2020)

Schools Admissions Code, DfE September 2021

Equality Act 2010

Education Act 2011

Ofsted Section 5 Inspection Framework May 2019 (updated July 2021)

Ofsted SEN Review 2010 "A Statement is not enough"

**The policy should be read in conjunction with the following school documents (which can be viewed on our website): <http://www.swalneyj.cumbria.sch.uk>**

Accessibility Plan

Admissions Policy

Behaviour Policy

Behaviour Policy - Governing Body's Statement of Principles

Child Protection Policy

Complaints Procedure

Equality Policy and Single Equality Scheme

Mission Statement

Overarching Safeguarding Statement

### Storing and Managing Information:

All files of pupils with SEND are stored in locked cabinets. Should a pupil move schools, their SEND file will be forwarded securely to the receiving school at the earliest opportunity and within the period stipulated by Cumbria County Council.