Special Educational Needs and Disabilities (SEND) Policy

A curriculum rooted in faith
'Let Your Light Shine'

Date	Review	Subject Leader
May 2026	May 2027	Mrs Farrell Mrs Sutton

Make a Difference

Be Kind

Be Respectful

Be Passionate about Learning

Our Mission Statement

"Let your light shine"

Jesus said "I am the light of world whoever follows me will have the light of life."

Our Values

We are passionate about learning

We are kind

We are respectful

We make a difference

UNICEF's **Children's Rights** are based on the **United Nations Convention on the Rights of the Child (UNCRC**

Key UNICEF Children's Rights relevant this SEND Policy:

1. **Right to Education (Article 28)** – Every child has the right to an education, and schools must ensure that children with SEND have equal access to quality learning opportunities.
2. **Right to Development (Article 6)** – Schools should support the full development of every child, including those with special educational needs.
3. **Right to Non-Discrimination (Article 2)** – No child should be treated unfairly, including those with disabilities or learning difficulties.
4. **Right to Special Assistance (Article 23)** – Children with disabilities have the right to special care and support to ensure they live full and independent lives.
5. **Right to Be Heard (Article 12)** – Children, including those with SEND, should have a say in decisions that affect them, including their learning support plans.
6. **Right to Best Interests (Article 3)** – All decisions about a child's education should be made in their best interests, considering their needs and well-being.
7. **Right to Support for Mental and Physical Health (Article 24)** – Schools should promote the health and well-being of children with SEND, ensuring access to therapies and interventions.

Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Demonstrate our commitment to the belief that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential thus enabling them to:

- achieve their best and *let their light shine*
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

Articulate our vision for supporting children with SEND focusing on

- Being child centred
- Being inclusive
- Every teacher being responsible and accountable for all children in their class wherever or with whom the child/young person is working.

Share our belief that quality first teaching will enable our pupils to make good progress and reach their potential

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Definition of SEND (Special Educational Needs and Disabilities)

SEND refers to **Special Educational Needs and Disabilities**, which describe children or young people who require additional support beyond what is typically provided in a mainstream educational setting.

A pupil is identified as having SEND if they:

1. Have a **learning difficulty or disability** that makes it significantly harder for them to learn than most children of the same age.
2. Require **special educational provision** that is different from or additional to what is typically available.

SEND is categorized into four broad areas of need:

- **Cognition and Learning** (e.g., dyslexia, dyscalculia, moderate learning difficulties)
- **Communication and Interaction** (e.g., autism spectrum disorder, speech and language difficulties)
- **Social, Emotional, and Mental Health (SEMH)** (e.g., anxiety, ADHD, emotional difficulties)
- **Sensory and Physical Needs** (e.g., visual impairments, hearing impairments, physical disabilities)

Roles and responsibilities

The SENCO

The SENDCOs are Mrs Farrell (Infant Department) and Mrs Sutton (Junior Department)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of
- specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this through the link governor report and other communications where applicable
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Updating plans and providing information for pupils with SEND
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Meeting with parents of pupils with SEND to discuss and review termly support plans
- Ensuring they follow this SEND policy

Our Approach to Teaching Pupils with SEND

At St. Vincent's we are committed to providing an inclusive, supportive, and accessible learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that every child, regardless of their individual needs, should have the opportunity to achieve their full potential and actively participate in the school community.

Our approach to teaching pupils with SEND is based on the following principles:

1. Person-Centered Support

We recognise that each pupil with SEND is unique, with their own strengths, challenges, and ways of learning. We work closely with pupils, parents, carers, and external professionals to develop tailored learning plans that focus on individual needs. These plans are regularly reviewed and adjusted to ensure ongoing support and progress.

2. Inclusive Curriculum

We are dedicated to ensuring that our curriculum is accessible to all pupils. We modify and adapt our teaching strategies, resources, and activities to meet the diverse needs of our learners. This may include using assistive technologies, providing visual aids, adjusting the pace of lessons, and offering different formats of content to ensure full participation and engagement.

3. High-Quality Teaching

We believe that high-quality teaching benefits all pupils, including those with SEND. Our teachers are trained to be flexible in their approach, using a variety of methods to cater to different learning styles. These may include visual, auditory, and kinesthetic teaching techniques to help pupils understand and retain information effectively.

4. Targeted Support

In addition to quality whole-class teaching, we provide targeted support for pupils with SEND. This may involve small group work, one-to-one sessions, or additional interventions led by teachers or teaching assistants. We ensure that pupils receive the right level of support at the right time, whether in-class or through withdrawal for more focused activities.

5. Collaboration with Families and External Professionals

We work in partnership with parents, carers, and external agencies to ensure that pupils with SEND receive the best possible support. Regular communication ensures that parents are informed of their child's progress and are involved in the decision-making process regarding support strategies and interventions.

6. Encouraging Independence

While providing support, we also aim to foster independence and self-confidence in our pupils with SEND. We encourage them to develop problem-solving skills and self-advocacy, helping them to become more active participants in their learning journey.

7. Monitoring and Review

We regularly assess and monitor the progress of pupils with SEND through both formal assessments and informal observations. This helps us to identify areas where further support is needed and ensures that interventions are having a positive impact. Reviews are held in consultation with parents, pupils, and other relevant professionals to ensure that the support in place is appropriate and effective.

In all aspects of our approach, we are committed to fostering an environment where pupils with SEND are valued, respected, and encouraged to reach their full potential. We believe that all pupils, regardless of their challenges, have the ability to succeed and thrive in an inclusive and nurturing environment.

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Identifying pupils with SEN and assessing their needs

We follow Trafford's Graduated Approach document as a guide to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). This document outlines the entry criteria for the SEND school register, and a copy can be accessed through the Trafford SEND Local Offer or via the following link: Trafford SEND Local Offer.

The **Teachers' Standards (2012)** clearly state that teachers should:

- Tailor teaching to respond to the strengths and needs of all pupils.
- Have a clear understanding of the needs of all pupils, including those with SEND.
- Use assessment effectively to track pupil progress and guide teaching.

As such, each class teacher will provide **Inclusive Quality First Teaching (IQFT)** to support all pupils. They are responsible for planning and working with pupils with SEND to ensure progress is made. The school leadership team regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This process ensures that teachers' knowledge and strategies for supporting vulnerable pupils, including those with SEND, are continually developed and improved.

Wave 1 – Universal Support: Inclusive Quality First Teaching/Ordinarily Available Inclusive Practice (IQFT/OAIP)

At St. Vincent's Catholic Primary School, the needs of all learners are central to our approach to inclusive, high-quality teaching. This is achieved through:

- Skilled, creative teachers and well-trained support staff who are dedicated to helping pupils reach their academic, personal, and social potential.
- Classroom environments that are adjusted to meet learners' needs where necessary.
- High expectations for all learners, regardless of their prior attainment.
- Tasks that are appropriately adjusted to suit each learner's stage in line with the National Curriculum.

- Providing additional resources for pupils who require them.
- Using a variety of multi-sensory teaching methods to address different learning styles.
- Varying the amount of support, either from adults or peers, for different tasks.
- Utilizing visual aids to assist with language comprehension.
- Seeking regular advice and support from external specialists and agencies to ensure comprehensive support.

Wave 2 – Additional Support: Provision for Pupil Catch-Up

In some cases, additional support may be implemented to help pupils catch up with their peers. This is based on the information gathered through ongoing assessments of pupil progress, including reading, writing, and maths scores, which are reviewed termly. Pupils falling behind are not automatically assumed to have SEND. If additional support is needed, interventions may take place within or outside the classroom with the goal of bringing the pupil back on track. Intervention effectiveness is reviewed after a half-term or term, and alternative approaches will be considered if progress is insufficient.

Wave 3 – SEND Support: Specific Support for Identified Needs

For pupils with identified special educational needs or long-term needs that fall within one or more of the four SEND categories, personalised support will be provided. The support will be tailored to meet the individual needs of the pupil and will be regularly monitored and evaluated. A provision map will be created to track the support the pupil receives, ensuring the approach remains effective.

Entry onto the SEND Register: SEND Support and Education, Health & Care Plan (EHCP)

If a pupil is identified as having SEND, they will be added to the SEND register at the SEND Support level. The purpose of formally identifying a pupil with SEND is to ensure that appropriate support is put in place to remove barriers to learning. The support provided follows a four-part cycle: **Assess, Plan, Do, Review**. This ongoing cycle allows for continuous refinement of support as the understanding of the pupil's needs develops. This ensures that interventions are effective and help the pupil make progress toward their goals.

Education, Health and Care Plans (EHCP) and Assessment Requests

If the support provided does not lead to significant progress despite multiple **Assess, Plan, Do, Review** cycles, an Education, Health, and Care (EHC) Needs Assessment may be requested. This request can be initiated by the school, parents, or other professionals involved with the child. The class teacher and SENDCO will work closely with parents to gather additional information about the pupil's needs, and the views of both parents and the child are essential in this process.

All EHC Needs Assessment requests are reviewed by the Trafford Assessment Panel (TAP). If TAP approves the assessment, parents will be allocated an EHC Coordinator, who will support and guide them through the process. The assessment involves discussions, observations, and assessments from various professionals and takes approximately 12 weeks. Once completed, the information is submitted to the Moderation and Resource (MAR) panel, which considers whether the pupil requires an EHC Plan. Parents will be informed of the decision by week 16.

If an EHC Plan is issued, the MAR panel will also determine what support the plan should provide and any funding allocated for this support. The below link explains the EHCP process in more detail

https://search3.openobjects.com/mediamanager/trafford/fsd/files/parent_guide_4_ehc_process_what_to_expect_and_when_1.pd

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support and we will meet with parents to discuss targets and review outcomes.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

o Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will be drawn up on a plan which is reviewed on a termly basis and new targets set.

Adaptations to the curriculum and learning environment

1. **Adapting the Curriculum**

- **Grouping**: Organize pupils into small groups based on their needs and strengths, allowing for collaborative learning and peer support.
- **1:1 Work**: Provide individualized support when necessary, ensuring pupils receive focused attention on areas where they need extra help.
- **Teaching Style**: Tailor teaching methods to suit various learning styles (visual, auditory, kinesthetic) to help every pupil engage with the material effectively.
- **Content of the Lesson**: Adjust lesson content by simplifying or expanding the material depending on the pupils' needs, ensuring that all learners can access the lessons.

2. Adapting Resources and Staffing

- **Resources**: Offer a variety of materials, such as printed content with larger fonts, visual aids, and interactive tools (e.g., digital apps, manipulatives), to support diverse learning requirements.
- **Staffing**: Assign teaching assistants or specialized staff to support pupils who require additional assistance, ensuring they receive the proper guidance.

3. Using Recommended Aids

- **Assistive Technology**: Provide laptops, tablets, or other assistive devices to pupils who can benefit from technological support, helping them engage more effectively with the content.
- **Visual Supports**: Use coloured overlays, visual timetables, and visual cues to help pupils process information and stay organized throughout the school day.

- **Font Size and Layout**: Adjust materials with larger fonts or clearer layouts to assist pupils with visual impairments or reading difficulties.

4. Adapting Teaching Methods

- **Processing Time**: Allow extra time for pupils to process information and respond, especially for those who need longer periods to reflect and answer questions.
- **Pre-Teaching Vocabulary**: Introduce key terms and concepts before the lesson starts, giving pupils the background knowledge they need to succeed.
- **Reading Instructions Aloud**: Provide verbal instructions alongside written ones to support pupils with reading difficulties or those who learn better through listening.

By incorporating these strategies, we ensure that each pupil can learn in an environment that best suits their needs and abilities.

Additional support for learning

We recognise the importance of providing additional support to pupils with SEND to help them thrive academically and personally. To ensure this, we have a team of teaching assistants who are trained to deliver a range of targeted SEND interventions, tailored to meet the specific needs of each pupil.

Our teaching assistants receive regular professional development training in various areas of SEND, such as autism and social communication, dyslexia, and social, emotional, and mental health difficulties. Recent whole-school training has focused on supporting pupils with anxiety and equipping staff with skills in emotion coaching. When needed, specialist advice and training are also provided to ensure staff are fully prepared to support all pupils effectively.

Teaching assistants offer tailored support to pupils in a 1:1 setting if outlined in an Education, Health and Care Plan (EHCP), following consultation with the SENDCO. They also work with small groups of pupils, under the guidance of Year Group Leaders, with regular discussions and reviews with the SENDCO to ensure the support remains appropriate and effective.

In addition, we collaborate with external agencies to further support pupils' learning and development. This collaborative approach ensures that we provide the most comprehensive and effective support possible. For more information, refer to the section on ‘Working with Other Agencies.’

We also make effective use of equipment and facilities to support pupils with SEND. This includes seeking advice from the Special Educational Needs Assessment Service (SENAS) for pupils with physical needs and conducting accessibility audits to ensure that the school environment is fully accessible to all pupils.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils’ individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCOs
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling Pupils with SEND to Engage in Activities Available to Those in the School Who Do Not Have SEND

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal access to the full range of activities available to their peers. We believe in fostering an inclusive environment where every pupil can participate, contribute, and thrive, regardless of their individual needs.

- **Inclusive Extra-Curricular Activities and School Visits**

  We offer a wide range of extra-curricular activities, including clubs, sports, and school visits, which are open to all pupils. We make every effort to ensure that pupils with SEND can fully engage in these activities alongside their peers. If additional support or adjustments are required to enable a pupil to participate, we will provide the necessary assistance.

- **Residential Trip to Robinwood (Year 5)**

  Our Year 5 residential trip to Robinwood is a key part of the school's curriculum enrichment, and all pupils are encouraged to participate. For pupils with SEND, we will make reasonable adjustments to ensure they can fully participate in the experience. This may include providing additional adult support where needed. We work closely with trip staff to ensure they are fully informed about any specific needs and can adapt activities accordingly. Our aim is to create an inclusive and supportive environment for all pupils during these trips.

- **Encouraging Participation in Curriculum Enrichments**

  All pupils are encouraged to engage in curriculum enrichment activities, including sports events, creative projects, and other learning experiences. We ensure that no pupil is excluded from participating in these activities because of their SEND or disability. Our teachers and staff are trained to adapt their approach to ensure inclusivity in all enrichment opportunities.

- **Accessibility Planning**

  In line with Schedule 10 of the Equality Act 2010, we are committed to accessibility planning to ensure that pupils with SEND have access to education, benefits, services, and facilities. Our plans focus on:

- Our school environment is fully inclusive, with accessible toilets and wheelchair access to both buildings. We strive to ensure that all pupils, regardless of their disability or special educational needs, can access the full range of facilities, resources, and opportunities available at the school.
- Through these measures, we ensure that every pupil, including those with SEND, has the opportunity to participate fully in all aspects of school life. We aim to remove any barriers to participation and create an inclusive, welcoming environment where every pupil can succeed

Support for improving emotional and social development

At St. Vincent's we have a Pastoral Care Team, who are also ELSAs (emotional literacy support assistants). The Pastoral Care Team work with children who may lack self-esteem or confidence or need support with their emotional or social development. In each department, we have set up quiet, reflective and calming places to go. We have trained our pastoral staff in various programmes. We believe that investing time in developing children's emotional and mental health impacts significantly on their concentration, wellbeing and confidence and in their educational development.

In 2023, we gained the Wellbeing Award for Schools (WAS) accredited by Optimus. The children have weekly PSHE lessons delivered through our 'Jigsaw' scheme; regularly attend yoga and mindfulness sessions and are encouraged to be Wellbeing Ambassadors.

We have a zero-tolerance approach to bullying. Please see our anti-bullying policy for further details http://stvincents.trafford.sch.uk/uploads/120/files/Anti%20Bullying The school is committed to developing an anti-bullying culture where the bullying of children or adults is not tolerated in any form.

The school is an associate member of the 'Anti-Bulling Alliance' and all school staff have received accredited training on anti-bullying.

Working with other agencies

We work with the following agencies to provide support for pupils with SEND:
Education:

- SEN Advisory Service (SENAS)
- Trafford Speech and Language Therapy
- Educational Psychology Service
- Longford Park Outreach Team

Health:
- Speech and Language Therapy
- Language Outreach Service
- Sensory Impairment Support Service
- Health Visiting Teams
- School Nursing Teams
- Community Nursing Team
- Physiotherapy and Occupational Therapy
- CAMHS (Children and Adolescent Mental Health Service)

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. For pupils in Y6 moving to secondary education, the SENDCO from the chosen school/s will be invited to attend the transition review. Pupils will also be given additional opportunities to visit the new school and prepare for this important transition.

Alignment with Recent SEND Changes

This section ensures our SEND policy reflects the most recent updates in the **Special Educational Needs and Disability (SEND) Code of Practice** and the **SEND and Alternative Provision (AP) Improvement Plan (2023)**.

1. Strengthened Early Identification and Inclusion

Our school is committed to **early identification** and support for pupils with SEND. We align with the national drive to enhance **inclusive education** by:

- **Embedding Quality First Teaching (QFT)** with adaptive strategies to meet diverse needs in mainstream classrooms.
- Expanding staff training on **neurodiverse teaching strategies** and **universal SEND support**.
- Using **specialist hubs and outreach services** to support teachers effectively.

2. Changes to EHCP Process & Graduated Approach

Recent updates streamline the Education, Health, and Care Plan (EHCP) process. Our school follows the **new national EHCP framework**, which includes:

- A step-by-step approach to monitoring and supporting students' progress through digital progress tracking.
- Faster decision-making processes with local authorities to meet **new statutory EHCP deadlines**.
- Before applying for an EHCP, we make sure every possible school support option has been tried, ensuring strong evidence-based documentation.

3. Enhanced Parental and Pupil Involvement

A key priority is **collaboration between schools, families, and pupils**. Our updated approach includes:

- **Termly SEND consultation meetings** with parents and students to review support plans.
- **The use of Pupil Voice;** ensuring pupils contribute to their own support plans and educational goals.

4. Mental Health and Wellbeing in SEND Support

Recognising the **national mental health framework** as a core part of SEND provision, we:

- Integrate **emotional and social development** strategies within SEND interventions.
- Ensure SEND pupils have access to **mental health support (ELSA, counselling)** and pastoral care.
- Provide targeted interventions such as **counselling, mindfulness sessions, and emotional coaching**.

5. Compliance with New National SEND Standards

We align with the latest SEND Improvement Plan by:

- Participating in **local SEND partnerships** to share best practices.
- Meeting the latest government requirements for funding and accountability.
- Adapting curriculum accessibility strategies in line with national expectations for **inclusive education**.

Complaints about SEN provision

We want to work with you to resolve any concerns. Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

Trafford Parent and Young People's Partnership Service (PYPPS) provide information, support and advice for children young people with SEN or disabilities and their parents on SEN, disability, health and social care http://traffordpypps.co.uk/Welcome.aspx

If you are a parent, carer or young person that needs help or information, including advice about your Education, Health and Care Plan (EHCP) and the processes involved contact Trafford SENDIASS. SENDIASS is an independent organisation in Trafford. They have local knowledge about how the process works in Trafford and can offer guidance and advice on the support available.

Trafford Parents Forum is a forum of Trafford parents supporting other Trafford parents who have children and young people with SEN and Disability.

The Family Information Service can provide you with information and advice about services which make up the local offer in Trafford. You can get details about the support which is available and what's on in the local area.

Special Educational Needs and Disability Information Organisations Group (SENDIOG) is a national network of organisations who provide free and impartial advice to children, young people and their families.

Contact details for raising concerns

In the first instance, please discuss any concerns with your child's class teacher who will be happy to help. You can also contact the SENDCO Mrs Farrell (Infant dept) or Mrs Sutton (Junior dept) via the infant or junior office.

The local authority local offer

Our contribution to the local offer is: http://stvincents.trafford.sch.uk/page/special-educational-needs/8336

Our local authority's local offer is published here:

https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page

Monitoring arrangements

- This policy and information report will be reviewed by the headteacher every year. It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions