



Trust Wide SEND Policy & Information Report

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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Trust Chair	Phil Shire

Website:	
Yes/No	YES (Trust and School)

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Diversity Policy Statement

The Trust willingly accepts not only its legal responsibilities and those detailed in the Equality Act 2010 but also wishes to embrace best practice in all areas of its work to secure equality of both treatment and outcome for all.

The Trust is therefore committed to ensuring that no-one is treated in any way less favourably on the grounds of personal differences such as race; national, ethnic or social origin; gender (including reassigned gender); sexual orientation; religious belief; age; disability; marital status; caring responsibilities or political or other personal beliefs.

We will implement all necessary action and training to ensure that the commitment of the Trust with regards to equality of treatment and outcome are fulfilled and will regularly monitor and review progress made in this respect.

This statement should therefore be applied in accordance with this policy.

1. Aims

1.1. Impact Academies:

- are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students
- transform learning through high quality teaching, coaching and using what works best from research. All our academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work
- have high expectations of all students. Ambitious academic and personal development targets are set to ensure each student makes outstanding progress.
- reinforce positive attitudes to learning; reasoning, resilience, responsibility, reflection and respect are key learning characteristics cultivated in our academies
- provide clarity of vision enabling us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust. Our leaders inspire, motivate and lead with emotional intelligence
- place the development of effective relationships at the heart of their work. How we connect with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge
- invest in the personal development of students and professional development of staff. Impact
- provide all students with opportunities to make a contribution to their communities and beyond.

The vision for Lee Mount Academy

At Lee Mount Academy children learn in an atmosphere of courtesy, kindness and respect. By providing a stimulating, caring and enjoyable environment we aim to ensure that each individual is able to fulfil their potential.

Lee Mount Academy is a fully inclusive school, committed to ensuring the best possible outcomes for all the children in our care. We strive to ensure that all pupils achieve their potential 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.

We embrace the fact that all children are different and unique, therefore their educational needs are individual and unique; we continually develop and modify our provision to ensure that the needs of all learners are met. We offer a range of adaptations to flexibly meet the needs of our students including sensory and movement breaks, free access to resources such as ear defenders, quieter work spaces and indoor provision at break and dinner etc.

1.2. This policy will:

- Demonstrate how we live out the values and principles set out above through our care and attention to those pupils/students who have additional learning needs
- Set out how our academies will support and make provision for all pupils/students with special educational needs (SEND) by
 - listening to children as individuals and ensure that we are meeting all their needs
 - working with parents as partners to ensure that the views of the child and the family are an integral part of any SEND decision making process
 - ensuring the early identification of learning difficulties
 - providing the appropriate resources and support to enable all children to access education
 - making all reasonable adjustments to help a child overcome any barriers to learning, enabling them to close any academic gap with their peers
 - monitoring the outcomes and progress for all children
 - ensuring that all children can participate fully in all aspects of academy life, including off-site visits and residential trips
 - regularly reviewing all accessibility arrangements
 - ensuring that all children develop life skills, confidence and social skills to enable them to become successful and independent adults
 - Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND.

1.3. This policy satisfies the requirement for the Trust to comply with relevant legislation and statutory guidance and is based on the following advice from the Department for Education (DfE):

- [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/students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- The Equality Act 2010
- The Public Sector Equality Duty
- The Governance Handbook
- The School Admissions Code

This policy complies with our Funding Agreement and Articles of Association.

1.4. Definitions

- A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools/academies.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools/academies.

2. Roles and responsibilities

2.1. The SENDCO

The SENDCO is Mrs Joanne Walton. They can be contacted via the following email address (FAO SENDCO) – admin@leemount.calderdale.sch.uk

The role of the SENDCO is to:

- Work with the Headteacher/Principal, SLT and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/students 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/students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise and support on applications for additional funding to support the delivery of targeted provision
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils'/students' 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 that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils/students with SEND up to date
- Ensure the academy archives and retains records for the requisite period of time.

2.2. The SEND governor

The role of the SEND governor is to:

- Help raise awareness of SEND issues at governor meetings
- Advocate on behalf of the cohorts of pupils/students within the academy who have additional needs and experience any barriers to achieving their potential
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- Work with the Headteacher/Principal, SLT and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

2.3. The Headteacher

The role of the Headteacher is to:

- Work with the SENDCO, SLT and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that the designated person for CLA is included in the decision regarding SEND provision for all CLA

2.4. Class teachers

The role of every class teacher is to:

- Manage the effective progress and development of every pupil/student in their class
- Work 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
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

2.5. Teaching Assistants/Learning Mentors/Learning Support Assistants

The role of specialist support staff is to:

- Support the effective progress and development of every pupil/student to whom they are allocated
- Work closely with teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

2.6. Parents

The role of parents is to:

- Engage with the academy to effectively plan provision to meet the needs of their children
- Support academy staff in their efforts to deliver maximum positive outcomes for their children
- Share with academies appropriate information that will help the academy to best support and meet the needs of their children

2.7. Local Authorities

The role of local authorities is to:

- Exercise their legal duties to identify and assess the special educational needs of children and young people for whom they are responsible
- Facilitate the development of these children and young people and to help them achieve the best possible educational and other outcomes
- Carry out Education, Health and Care Needs Assessments. These assessments may lead to an Education, Health and Care Plan (EHC plan) being produced. An EHC plan sets out the additional support the child or young person needs and the school/academy or other institution they will go to
- Once special educational provision has been specified in an EHC plan, the LA has a legal duty to provide it
- Publish a Local Offer containing information about all the services and support it expects to be available for children and young people with SEND and/or disabilities for whom they are responsible
- Consult children, parents and young people in developing the Local Offer and in periodically reviewing it.

3. SEND Information Report

3.1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties that can be provided for within the resources of a mainstream school

3.2. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. There is often a period where a child's progress is monitored to see whether they need to go onto the SEND register.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Where a pupil is receiving support that is significantly different from or additional to the support their peers receive, we will recognize this by recording them on the SEND register, with the consent of their parents.

3.3. Consulting and involving pupils and parents

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers and value their unique knowledge of the child's needs.

Through our personalised approach children are included in evaluating their own learning and in setting targets for future learning in cooperation with their class teacher. This is extended throughout the graduated approach to SEND through Individual Learning Plan targets.

Children will be involved in agreeing the provision that is to be put into place to help them to meet set targets. These targets and provision will be shared with parents/carers at least termly. This is usually done at Parents' Evenings where parents will be given the opportunity to share their views on their child's needs, targets and provision put into place.

The children's voice is recorded through a pupil passport or on an Individual Learning Plan. Class teachers update these termly when the SEND register is reviewed.

For children with an EHC plan an Annual Review will be held in addition to these meetings. This gives an opportunity for Parents/Carers, the school and other relevant professionals

to discuss a children progress, provision and targets. The child's views will be sought prior to the Annual Review and where appropriate, the child will be invited to attend the review.

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 and given to their parents.

We will formally notify parents when it is decided that a pupil should receive SEND support.

3.4. 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 SENDCO 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 – through ILP reviews at parents evening
- The pupil's own views – on their passport and when reviewing their ILPs
- Advice from external support services, if relevant – reflected on their ILPs

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. Each class has a SEND folder with pupil passports, reviewed ILPs, EHCPs and any advice from outside agencies. In class children also have a target booklet of their current ILP targets which all staff annotate as targets are met. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. These reviews are at least termly in October, February and June, but can be more frequent where necessary.

3.5. 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. We will agree with parents and pupils which information will be shared as part of this.

To prepare and support a child/young person for transition, we do the following:

- Transition forms are completed and sent to the relevant secondary schools.
- Transition meetings are held with new schools and with the parents of vulnerable children.
- Additional individualised transition arrangements for vulnerable and SEND children are put in place, as necessary.
- External agencies that are involved in providing for the child's needs work closely with us to prepare them for secondary transition.
- Appropriate transition programs might include the use of photographs to introduce new aspects of the provision, additional visits, learning new skills needed ahead of the changes.
- Consideration of views of the parents and child are central to ensuring successful transitions.
- Representatives from relevant high schools invited to annual reviews, core groups, child protection conferences etc
- Follow up contact in September for very vulnerable children with high schools and parents/carers to celebrate their successes in their new setting and offer any further support we can.

3.6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We support pupils with special educational needs through:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Assisted communication
- Using specialist intervention programmes
- Use of the Zen Den for pastoral support at break and dinner times
- Contributing to social service's assessments, as appropriate
- Seeking support and involvement from outside agencies

How do we help a child with communication and interaction needs?

- At Lee Mount Primary School we follow advice from Speech and Language Therapists to enable us to implement individualised programmes.
- We are part of the North Halifax cluster that has benefitted from having a Lingo SALT in school for half a day a week. This has enabled us to have more children assessed and accessing regular speech therapy sessions, as well as developing staff knowledge and confidence to support children with communication and interaction needs

- Experienced members of staff deliver a wide variety of intervention programmes.
- A language rich curriculum is developed throughout school which priorities effective conversational skills and develops vocabulary.
- During the early years, we use quality interactions and intervention to assess and support children who are identified as having difficulties with speech and communication.

How do we help a child who needs support with English?

- Additional daily reading opportunities are given to readers who run the risk of falling behind. Staff are dyslexia aware and incorporate appropriate methods and inclusive strategies in their teaching.
- Small intervention groups are put in place for phonics, reading, spelling and handwriting. Successful interventions have included small group/ 1-1 phonics in Early Years and KS1. In KS2 catch-up phonics, daily reading, differentiated spelling lists, Accelerated Reader and Reading Plus have all been used successfully.
- Parental sessions are run to enable parents to help their child succeed in reading and phonics.

How do we help a child who needs support with maths?

- A heavy focus across school on using concrete resources and pictorial representation is used to support the development of early number concepts.
- Targeted small intervention groups are used to develop skills and confidence in KS2.
- The progression from concrete, to pictorial, to abstract concepts is reinforced throughout the school and in every maths unit of work.
- Every maths lesson includes fluency work to practice core and new skills, as well as reasoning work to apply those skills in a variety of ways.
- There is dedicated time devoted to arithmetic skills to ensure these are developing for all children

3.7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Planning our curriculum to ensure we have highly engaging topics that promote involvement from all pupils
- Planning activities within lessons that are accessible to a wide range of abilities and needs within the classroom
- Differentiating our lessons when necessary to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- School trips and visits are tailored and carefully risk assessed to ensure accessibility for all pupils.

3.8. Additional support for learning

The Senior Leadership Team work collaboratively with parents, pupils, school staff and outside agencies to allocate staff and resources appropriately for the needs of pupils.

The SEND budget is managed carefully to ensure that children with Educational Health Care Plans have their specific needs met, as identified within EHC plans.

Individual or specialised equipment is purchased on an individual need basis. Staff are trained to understand the needs of the pupils they are working with and are trained to deliver appropriate interventions.

We have 14 teaching assistants who are trained to deliver interventions such as Read, Write, Inc; Better Reading; Sulp; Lego Therapy; Attention Autism; Intensive Interaction

Teaching assistants will support pupils on a 1:1 basis when there is a need within a particular lesson or topic to do so, or for interventions which are most effective delivered 1:1

Teaching assistants will support pupils in small groups when the pupils will benefit from having an adult present to help them access the learning, work through a task, or structure the recording of their work

We have a SEND Support Assistant who works 1:1 and with small groups on communication, emotional regulation, and social interaction programmes. We are supported in the pastoral care of our pupils by a number of colleagues who work across the trust and are in school regularly working with targeted individuals and groups.

We work with the following agencies to provide support for pupils with SEND: Health Visiting Team, Portage and Early Years Support Team, ASD Team, SALT, Lingo, Occupational Therapy, Physio Therapy, Hearing Impairment Team, Visual Impairment Team, and the Specialist Provision Cluster

3.9. Expertise and training of staff

Our SENDCO has over 10 years experience in this role and has worked as an Inclusion Manager and SENDCO in 2 schools, as well as working as a teacher in a number of mainstream schools and in a resourced provision for communication needs, and as a TA in a special school for severe and profound and multiple learning difficulties.

They are allocated 1 day a week to manage SEND provision.

We use training days and staff meeting time to train relevant staff and ensure all staff are up to date with policy and procedure in relation to SEND.

We work with external agencies to secure relevant and specific training for staff when necessary e.g. The ASD team delivery bespoke training for specific individuals.

Where specific needs are identified, staff access appropriate training and outside agency support, e.g., Moving and Handling courses.

3.10. Securing equipment and facilities

We work with other agencies, particularly within health, to ensure we have specialist equipment as necessary for children's needs. Where a need for a specific facility has been identified on an EHCP we would work on an individual basis to secure access to it. All other equipment is purchased by school from the SEN budget and allocated based on need.

3.11. Evaluating the effectiveness of SEND provision

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

- Using the graduated approach - Assess, Plan, Do, Review -when planning for SEND provision
- Ensuring the SEND register is updated on a termly basis following data meetings and discussions with class teachers and parents.
- Ensuring parents are informed when their child is added to or removed from the SEND register.
- Arranging annual reviews to include parent, child, schools and professional views on a child's progress.
- Making referrals to relevant external agencies when further strategies or additional advice is required to ensure the child's needs are appropriately addressed.
- Ensuring the Inclusion Team and SLT work together to ensure resources are available when necessary.
- Monitoring plans and provision by the SENDCO Team
- Speaking to pupils and parents and reflecting their voice
- Involving outside agencies to support with the evaluation of SEND provision for individual pupils.

3.12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s), and provision is made to allow them to attend during the day if overnight stays are not possible.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. In addition to these irregular activities, at Lee Mount we provide a broad and balanced curriculum supported by sporting and music specialists. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our school's admission policy ensures that we will never refuse to admit a child to our school simply because he/she has special educational needs. We will always try our best to make sure, where possible, that we have put in place appropriate arrangements which meet the pupil needs. We have set out how we ensure access for all pupils in our Accessibility Policy which can be found here: [Accessibility Plan](#)

3.13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to sign up for our wide range of after school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

3.14. Working with other agencies

We have a range of support services that we can call upon to give us advice, support and training on SEND. In our school we receive support from:

1. Calderdale SEN Officers
2. Educational Psychology services
3. Speech and Language Services
4. Physiotherapy and Occupational Therapy Services
5. CAMHS (Child and Adolescent Mental Health Services)
6. Calderdale Specialist Inclusion Teams (Including ASD Specialists, Portage and Early Years Support, Sensory team etc)
7. Virtual School for CLA children
8. Social Care teams including FIT
9. Family Support Workers
10. Noah's Ark and The Brew Project for counselling and therapeutic work with children
11. Specialist consultants and paediatricians

3.15. Complaints about SEND provision

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or additional support in place for your child, please talk to your child's class teacher or to the SENCO.

We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. Details of this can be found on the school website.

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

3.16. Contact details of support services for parents of pupils with SEND

Additional support for parents of SEND pupils can be accessed here:

- <https://www.calderdale.gov.uk/v2/residents/education-andlearning/localoffer/send/parents/contact-send>
- <https://www.gov.uk/children-with-special-educational-needs/overview>
- <https://www.uniqueways.org.uk/>
- <https://www.calderdalesendiass.org.uk>

If you require any further information, Mrs Walton, our school’s SENDCO via the details listed below.

3.17. Contact details for raising concerns

SENDCO	Mrs Joanne Walton
Contact Address	Lee Mount Primary School Lee Mount Road HALIFAX HX3 5EB
Contact Telephone Number	01422 352 856 (main office)
Contact Email Address	admin@leemountacademy.co.uk
SEN Governor	Glenn Roper Anna Walker

3.18. The local authority local offer

Our contribution to the local offer is that we build strong working relationships with local agencies and services.

We provide Early Years provision for children from 3 years old and for 30 hours which provides provision for children with a range of needs.

Our local authority's local offer is published here:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

4. Admission arrangements for pupils with SEND

Pupils with SEND will have a robust transition programme tailored to their individual needs. Those with EHCPs will follow the legal process guided by SENDACT. Visits to site are welcomed and any accessibility arrangements can be made. The SENDCo is happy to be part of any change of provision arrangements and will follow the consultation process outlined by the local authority.

The SENDCo will work with parents and families to ensure a supportive and successful admission to Lee Mount Academy is had.

Students will engage in assessment at the start of their placement at Lee Mount Academy to ensure the right support is given from the very beginning.

5. Monitoring Arrangements

This policy and information report will be reviewed by Trust Improvement & Compliance Co-ordinator **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board and recommended by the academy governing body.

6. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils/students with medical conditions
- Curriculum and teaching and learning

Sign off	
Adopted by IMPACT Trust Board on:	May 2023
Chair of IMPACT Trust Board:	Phil Shire
Next Review Date:	May 2024