

Toddington St George C of E School



SEND policy and information report

Approved by: CSI **Date:** September 2022

Last reviewed on: September 2022 **Written by:** Linda Tompkins

Next review due by: September 2023

Let your light shine

Matthew 5:15

St. George's is a loving and caring community and our Christian values are at the heart of everything we do.

Every child and adult in our community is wanted, accepted and respected.

God makes each person unique in many special ways.

Each and every person is precious, bringing special distinctiveness, gifts and talents to the world, things that no one else can; at St. George's we call these our sparks.

Our vision, inspired by the gospel according to Matthew, is that together,
we light our sparks and let our light shine,
living God's love.

At St. George's we are creating a deeply Christian school for our whole community.

Lighting a Spark in Everyone

Our core values are: **Love** **Respect** **Perseverance**
Thankfulness

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEND information report
6. Monitoring arrangements
7. Links with other policies and documents

1. 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 disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our aims are:

- To create an inclusive environment that meets the special educational needs of each child so they know they are loved by showing they are wanted, accepted and respected.
- To ensure that the special educational needs of individual children are accurately identified, assessed and provided for. This includes early identify identification.
- To ensure all children with SEND have a high quality education and the support they need to fulfil their potential in all areas of learning.
- To enable all children to be well prepared for their next steps socially, emotionally and academically.
- To ensure that children are confident and independent individuals.
- To embed a collaborative approach to children with SEND where children, parents and teachers are equally valued and input to each stage.

- Establish close liaison with outside agencies and professionals such as: Advisory teachers, School Nurses and Educational Psychologists in order to seek further advice and support for the child.

It is our priority to offer a broad, balanced and relevant curriculum which will meet the individual needs of all children within our school. At Toddington St George we carefully plan and deliver in order to support children to achieve their next steps and review the progress they make. Our school has high expectations of all pupils, including those with Special Educational Needs and Disabilities, and believes that with the correct support they can become self-confident and independent learners.

2. 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 SEND 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

3. Definitions

A pupil 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

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.

At different times in their school career, a child or young person may have a special educational need. The **Code of Practice 2014** defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Difficulties related solely to limitations in English as an additional language are not SEN. (SEND Code of Practice 2014) Children who have a disability as defined in the Equality Act 2010 and require special educational provision will also be covered by the SEN definition. The Code of practice defines four broad areas of SEN.

These are:

Communication and interaction – Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – Children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

Sensory and/or physical needs – Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers one or more of these areas. These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what needs need to be met and what is the best approach for meeting individual's needs.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Linda Tompkins who has attended a range of professional development within the area of SEND. She has been the SENDCO at Toddington St George since January 2022.

The SEND administrator is Mrs Janet Hicks.

They can be contacted by email on admin@toddstg.co.uk or through the School Office Tel: 01525 872360

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 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

4.2 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
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The SEND governor is Clare Murphy-Snape

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

The headteacher is Colette Lamb

4.4 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Parent/s and Carers

Parents play a vital role in the education of their children and are welcomed into the school where their advice and support is welcomed.

The school aims to work in partnership with parents and carers of pupils with SEND by:

- Operating an open-door policy and actively encouraging parents to talk to the class teacher or other members of staff before school, after school or at another mutually convenient time.

- Acknowledging the insight that parents have into the needs and strengths of their children.
- Respecting the validity of differing viewpoints and seeking constructive ways of reconciling them.
- Keeping them informed and updating them regularly about their child's progress.
- Involving them in reviewing targets and agreeing on new ones for the next steps in learning.
- Ensuring that parents understand procedures and giving them the necessary support to prepare their contributions i.e. provide an interpreter.
- Discussing how school and home can work together to achieve the best possible outcome for the child.

4.6 Involving pupils with SEND in their education

We respect the ability of all children to become independent learners. Whenever possible, pupils are involved in creating or contributing to their learning targets. Children are encouraged to express their views in the way that is most comfortable for them and in a way that is age and stage appropriate. This may be verbally, by writing them down or by choosing from a selection of pictures. If a child has a specific plan, these views are included on the plan.

5. SEND information report

5.1 The kinds of SEND that are provided for

At Toddington St George, we provide support for children with a range of moderate special educational needs. As a mainstream school we endeavor to provide access to the Early Years Foundation Stage and National Curriculum where appropriate to the age and stage of the child. If this is not possible, we work in conjunction with the Local Authority to ensure that the provision at our school is the most appropriate and effective for the child. If our school is not the best setting to meet the needs of the child, we will work with the family and the Local Authority to find one that is better suited.

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/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Our staff receive training to ensure that they are able to effectively assess the ability of their children. Pupil data is monitored by the Assessment Lead, Special Educational Needs & Disabilities Coordinator (SENDCO) and class teachers. Parents may also raise their concerns with the school. If a child is identified as not making progress, or that there appears to be a specific difficulty, further investigation is undertaken.

The class teacher will make reasonable adjustments to the content and delivery of the teaching, whilst monitoring the impact of this to the child's learning. They will raise their concerns with the parents, at this stage. All actions are documented using an 'Initial Concern Form'.

Following an agreed period of adjusted teaching the class teacher will review progress. If the impact of the adjustments has not been significant enough, the class teacher will discuss the case with the SENDCO, whilst also keeping the parents informed.

The SENDCO will review the progress and support and may choose to carry out further assessments. These will have a specific focus, such as working memory, and the results used to identify the type of support best suited. The child may then be placed onto the Special Educational Needs Register and a Send Support Plan (SSP) is generated. This will again be done in collaboration with the parents.

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.

At Toddington St George, we work following the graduated approach of: **assess, plan, do, review.**



Every child's progress is continually monitored by their class teacher. Each child placed on the Special Needs Register will have a Send Support Plan (SSP). This sets out their specific learning foci and the strategies being implemented to help achieve them. These are 'working documents' which are continually reviewed, however a formal review takes place each term.

The children are assessed against their own targets, as well as the National Curriculum in Years 1-4 and the Early Years Curriculum in Nursery and Reception. Assessment data for all children is collected and monitored by the Senior Leadership Team. All concerns are responded to swiftly to ensure that each pupil is able to make the maximum amount of progress through Pupil Progress meetings. Following rigorous assessment, the teachers plan the work, matching it to the pupil's abilities and needs. This is then carried out before a review takes place. This cycle (Assess, Plan, Do, Review) repeats.

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher observations and appropriate assessments e.g., GL assessments
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data assessments by external agencies if appropriate
- pre and post intervention data

Plan - following assessment, the teacher, SENDCO, parent/carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centered and outcomes focused and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCO supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with pupil and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

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:

- teacher's assessment and experience of the pupil
- previous progress and attainment or 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 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.

5.3 Consulting and involving pupils and parents

The school website contains Central Borough Council's local offer, the school SEND policy and information report.

Parents play a vital role in the education of their child. The school strives to foster close working relationships with parents of all children. 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 notify parents when it is decided that a pupil will receive SEND support.

At all stages of the SEND process, the school endeavours to keep parents fully informed and involved. We work hard to engage sensitively and effectively with parents, to resolve any concerns or complaints in the best interests of the child. This is achieved by; informal meetings, formal meetings, termly Parent Consultation Evenings with written and Send Support Plans. We also provide termly SEND Workshops for parents and carers to talk through strategies, support and offer bespoke support for families.

We inform the parents of any outside interventions, and we share the process of decision-making by providing clear information relating the education of their children.

If it is felt that additional support or advice is required, the SENDCO will meet with the parents to discuss the possible involvement of external professionals such as advisory teachers. If agreed, a referral form will be completed by the class teacher, SENDCO and parents. This will then be submitted and the outcome shared with parents.

Children who have an Educational, Health and Care Plan (EHCP) are required to have a review annually. Parents are involved in this, and will be included in progress discussions throughout the year.

Any complaints about special educational need support given by the school, will be dealt with in accordance with the school's Complaints Policy. (Available from the office or on the school website).

The school (with appropriate advice from CBC) will provide parents with appropriate information about other CBC services, national/voluntary organisations etc., which might be able to provide information, advice or counselling.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the nursery, school or other setting the pupil is moving to.

The school will maintain close contact with local schools (particularly Parkfields Middle) in order to foster smooth transfer of pupils across the various phases of education. In the Summer term, meetings are arranged between the class teachers and special needs co-ordinators/managers of both Toddington St George C of E School and Parkfields Middle school, regarding the transfer of pupils in September. Discussion will cover the children's needs, progress, continuity of approach and any other relevant information. A follow up meeting is also held during the Autumn term. The SEND record files of children on the SEND register will be passed on to the receiver schools. All pupils have an induction session at their new school and pupils with SEND have additional visits.

We recognise that transitions can be particularly difficult for a child with SEND, and therefore take steps to ensure that any transition is as smooth as possible where we are aware of the child's needs.

Children joining Toddington St George from another school:

- The SENDCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- The SENDCO will contact the SENDCO at the current setting.
- Visits to our school and 'taster sessions' are arranged.
- Discussions will be held between schools and home, to share vital information regarding the most effective learning practices that have been implemented.

Children leaving Toddington St George and moving to another school:

- Our SENDCO will contact the receiving school's SENDCO and ensure they are aware of any special arrangements or support that need to be made for a child.
- All pupil records are passed on as soon as possible, using a secure delivery system.
- Additional visits to the new school may be arranged, if this is thought to be beneficial.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place.
- SSPs will be shared with the new teacher.
- Additional support will be provided, as required such as; extra visits to the new classroom, extra meetings between pupil and new teacher and photobooks created for the pupil (to help with familiarisation).
- Transition plans and one-page profiles are sometimes completed by the pupil and class teacher, if this is deemed beneficial.
- Pupils transition into their new year group before the end of the summer term so they are familiar with their new class and environment, where possible, with their new teachers.

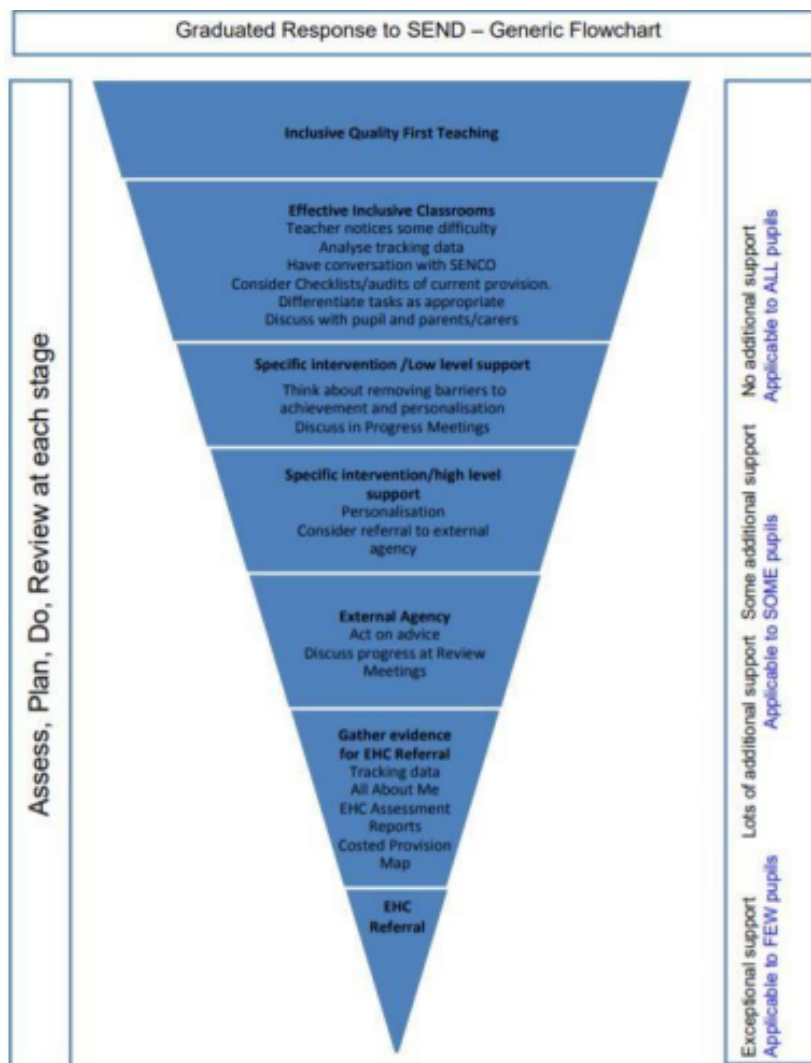
5.5 Our approach to teaching pupils with SEND

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 believe that all pupils should enjoy a broad and balanced curriculum. We strive for academic excellence and believe all pupils should have the opportunity to develop life skills that will raise self confidence and self-esteem and contribute to their role as responsible citizens.

The learning needs of children are supported within the week's plans of the class teacher. If the child has more specific needs, they may spend a short amount of time, daily or over the course of a week, working within a class, small group, one-to-one with an adult or independently. The groupings are organised by the class teacher. If a pupil is working outside the expected range of their peers, we will seek external advice. We will discuss adaptations that we can reasonably apply with parents and external professionals, in order to adapt the curriculum further. We use a Graduated Response to SEND which details provision at each level.



Adjustments may be made to the format of teaching and the environment, depending upon the needs and learning styles of the children within the class. The class teacher will develop their environment to best meet the needs of the pupils. This may include consideration being given to furniture arrangements, the range and nature of stimuli, allocation of appropriate resourcing and staff deployment.

Some children may be accessing the National Curriculum at a level below that expected for their chronological age. The teachers therefore work hard to ensure that this is done effectively and in an inclusive way. The child should be included with their peers as much as is practicable, as we firmly believe that this is the best outcome for all pupils.

The school environment is regularly monitored to ensure accessibility for all. All staff work hard to make the learning environment engaging and effective. All pupils,

irrespective of their personal needs are able to contribute to creating an enriching learning atmosphere.

Educational visits are part of the learning for every year-group. These are carefully considered to make sure that all pupils can benefit from them, with risk assessments being implemented, based on the specific needs of the children involved. Additional staff or resources may be deployed to assist the child, if required.

School request for Education Health Care Plan (EHCP) needs assessment

Where a request for an Education Health Care Plan needs assessment is made by the school to the LA, the child's SEND needs will have demonstrated significant cause for concern. The documentation will include all relevant evidence from the school and other outside agencies over a period of time. It will need to be made clear the child's special educational needs and any action taken to deal with those needs including any special arrangements put in place. The school will provide this evidence as will be required under the new government legislation in September '14.

This information may include:

- Action Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum indicators in English and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child

The Local Authority will then consider the request and decide whether or not further advice/evidence is required from professionals. Following the completion of evidence, the request will then be considered by the SEND Panel and a decision will be made to either agree the assessment or not. If agreement is made a draft EHCP will be issued, if not the children will continue to be supported at Stage 2 by the school but we may be eligible to apply for funding.

5.6 Additional support for learning, external agencies

The school will work closely and positively with other agencies to meet children's needs and ensure their happiness and wellbeing. These could include:

- Educational Psychologists
- Special School Outreach Teams
- Hearing Impairment Service
- Visual Impairment Service
- SEND Support Team
- School Nurse
- Speech and Language Therapists
- Child Development Centre
- Parent and Young Person Partnership Service
- Educational Welfare Service
- Social, Emotional and Behavioural Support Service
- Early Years Support Service
- Minorities Achievement Support Service (MASS)
- Traveller Education Service

If the school suspects a child has a medical issue it will first obtain the agreement of the parent before a referral to the relevant service is made. This is often done through the school nurse, although direct contact is made with medical professionals if necessary. The SENDCO is responsible for drawing together all information from other agencies e.g. health visitors etc., and keeping the medical and other reports on any children with special educational needs.

Within school, we have a team of teaching assistants who are trained to deliver high quality interventions such as Lift Off to Langugae, Sensory Circuits and Little Wandle Phonics catch up amongst others.

5.7 Expertise and training of staff

Our SENDCO has been in this role since January 2022 and has worked as a class teacher for over 10 years in a range of schools. She has lots of experience in working with children with a range of SEND needs.

We have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. We continually develop our skills as a team. We undertake training internally as well as seek expertise from professionals externally.

In the last academic year, staff have been trained in Sensory circuits, Downs Syndrome, ASD, Numicon, Whole School SEND, Phonics, effective questioning, delivering high quality interventions and providing feedback.

We use trained staff for Lift off to Language interventions and Drawing and Talking therapies.

5.8 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 after 10-12 weeks using the baseline and post data collected
- Gaining pupil voice
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Pupil progress meetings with staff termly
- Measuring small steps of progress using relevant assessments such as; GL assessments, Pre Key-Stage assessments, the Early Years Foundation stage, whole school assessment systems and the engagement model.

5.9 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 in Year 4.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our classrooms from Nursery to Year 3 are on the ground floor and we have disabled toilets that are also located on the ground floor.

For further information our accessibility plan can be found [here](#) and in our diversity and equality policy.

5.10 Support for improving emotional and social development

Throughout the school we implement the JIGSAW programme for PSHE. This is adapted within each class to specifically suit the needs of the children. We

recognise that children with SEND may well have an emotional or social development need, which will require support in school.

At Toddington St George, we implement reward systems, which are consistently applied. All pupils, irrespective of any specific needs are able to achieve such rewards. In the same way, procedures are consistently applied regarding managing behaviour. Should there be a need to amend this, based on a pupil's special needs, this can be managed.

All staff and pupils are expected to demonstrate a respectful attitude towards themselves and others. Staff on duty at play-times are vigilant. Advice may be given to children and strategies modelled for managing particular social situations. Interventions may be implemented to support the JIGSAW programme, which may involve individual or small groups of children. These are led by members of staff, with the purpose of providing the children with the skills and attitudes necessary to manage their emotions and develop their social skills. We have two member of staff trained to deliver Drawing and Talking and Art therapies.

If the need is such that it is felt necessary to seek the support of outside agencies, the SENDCO may refer the child. This will be done through discussion with parents, the class teacher and (when appropriate) the child. This can be done through either a direct referral to a specific agency.

In addition, the staff are committed to promoting wellbeing throughout the school. They recognise the role that the school plays in promoting the resilience of all our pupils. We work to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. We use the 5-point wellbeing scale throughout the day with the children

Pupils with SEND are encouraged to be part of the school council, attend clubs and take part in PTS run events such as the school disco.

We have a zero tolerance approach to bullying.

5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher 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 SENDD 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

5.13 Contact details of support services for parents of pupils with SEND

Central Bedfordshire SENDIASS – providing free impartial and confidential information, advice and support around many areas in relation to SEND. [SENDIASS website](#)

Home start SEND Parent Mentoring Support Service funded by Central Bedfordshire www.home-startcentralbeds.org.uk, Email: office@home-startcentralbeds.org.uk
Tel: 01582 660061

5.14 The local authority local offer

Our local authority's local offer is published here: [Local Offer](#) or follow on [Facebook](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the school SENDCO 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 board.

7. Links with other policies and documents

This policy links to our policies:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

