

## St Luke's C of E Primary School SEND Information Report 2021 - 2022

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

St Luke's is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

**Specific amendments will be made to our SEND processes and practices in order to accommodate infections diseases risk assessment. In these cases we support all children, but particularly the vulnerable or those with SEND requirements with the following adaptations to the curriculum:**

- ICT provided to Pupils who do not have access
- Access via Class Dojo for parent/ teacher/ pupil communication
- Zoom meetings with class teacher
- Oak academy
- AR reading and comprehension

**The guide to our provision for children with Special Educational Needs at St Luke's C of E School**

<b>Identification of SEND at our School</b>	
<b>What kind of Special Educational Needs (SEN) is provision made for?</b>	<p>The school makes provision for pupils with difficulties in the four broad areas of need:</p> <ul style="list-style-type: none"> <li>❖ Communication and Interaction</li> <li>❖ Cognition and Learning</li> <li>❖ Sensory and Physical difficulties</li> <li>❖ Social, Emotional and Mental Health difficulties</li> </ul> <p>At St Luke's School the children who have a SEN may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.</p>
<b>How do we identify that a child has a special educational need?</b>	<p>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:</p> <ul style="list-style-type: none"> <li>· Is significantly slower than that of their peers starting from the same baseline</li> <li>· Fails to match or better the child's previous rate of progress</li> <li>· Fails to close the attainment gap between the child and their peers</li> <li>· Widens the attainment gap</li> </ul> <p>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 SEN. 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.</p>
<b>How does the school know if my child needs extra help?</b>	<p>We know when a child needs help when:</p> <ul style="list-style-type: none"> <li>• The class teacher or a regular adult raises concern about progress or development needs which are not being met through High Quality Teaching</li> </ul>



	<ul style="list-style-type: none"> <li>Concerns are raised by parents /carers, the class teacher or the child. Parents and carers are welcome to come into school at any time to discuss any issues they feel their child is having, whether academic or social. They can meet the class teacher in the first instance or the SENDco.</li> <li>Little or no progress is being evidenced through the tracking of pupils' progress and discussion at Pupil Progress meetings.</li> <li>There is a change in the child's usual behaviour or progress.</li> </ul>
<p><b>Consulting and involving pupils and parents</b></p> <p><b>If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?</b></p>	<p>We want to involve the pupil and parents at every given opportunity and believe together we can make the difference.</p> <p>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:</p> <ul style="list-style-type: none"> <li>Everyone develops a good understanding of the pupil's areas of strength and difficulty. This will be in the form of a Pupil Passport which is a record of the pupils voice</li> <li>We take into account the parents' concerns – email or meetings are always welcome</li> <li>Everyone understands the agreed outcomes sought for the child</li> <li>Everyone is clear on what the next steps are</li> </ul> <p>We will retain a record of all contact with parents and when it is decided that a pupil needs additional support parents will be involved in all stages of the process.</p>
<p><b>How do we encourage you to raise your concerns?</b></p>	<p>Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place to support the child. After this meeting the class teacher will speak to the SENDco, and another meeting can be arranged if required.</p> <p>The school SENCO is Ms Saima Din Sdin@stlukes.cambs.sch.uk The Governor with responsibility for SEND is Gill Ambrose who can be contacted through the school office.</p>
<p><b>Support for your Child</b></p>	
<p><b>Who will oversee the education plan for my child and explain it to me and my child?</b></p>	<p>Once we have followed the process of parents/ carers meeting the class teacher, talking with the SENDco and formal assessments have been administered and all parties agree the child should be on the SEND register a formal letter will be sent out as confirmation.</p>



	<ul style="list-style-type: none"><li>• All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENDco. This plan outlines the needs and strategies that are used to meet their needs. This is known as an assess, plan, do, review (APDR) cycle. The support we offer the pupil will be shared with you at Parent's Evening where we hope that you will talk to us about any concerns or successes at that time of the school year.</li><li>• Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENDco will oversee and monitor that this is effective and is having the desired outcome.</li><li>• Where plans are in place but do not appear to be working the Class teacher, SENDco or parents are encouraged to meet or review the plans as often as necessary.</li><li>• The ADPR is a six week cycle, but the school will be flexible where it is evident the plan is not working for the child's best interests.</li></ul>
<b>Assessing and reviewing pupils' progress towards outcomes</b>	<p>We will follow the graduated approach and the four-part cycle of <b>assess, plan, do, review (APDR)</b>. The class teacher will work with the SENDco to carry out a review of the pupil's needs. In some instances the expertise of a Local Authority specialist teacher will support this process.</p> <p>This will draw on:</p> <ul style="list-style-type: none"><li>• The teacher's assessment and experience of the pupil</li><li>• Their previous progress and attainment and behaviour</li><li>• Other teachers' assessments, where relevant</li><li>• The individual's development in comparison to their peers and national data</li><li>• The views and experience of parents</li><li>• The pupil's own views</li><li>• Advice from external support services, if relevant</li></ul> <p>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</p>



	<p>regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>
<b>Who will be working with my child?</b>	<p>We work to the saying 'First and Best'. This means pupils on the SEN register or needing additional support will have the First response and ultimately the best interactions to ensure their needs are met. This will include:</p> <ul style="list-style-type: none"><li>• Class teacher interaction which will ensure your child's needs are met</li><li>• Learning assistants will be directed by the class teacher to ensure the class teacher is involved in all learning activities for the child.</li><li>• The SENDco will monitor learning to ensure your child's needs are being met in class and supporting the teacher and the child to achieve their learning goals. This will be carried out through regular meetings with stakeholders</li><li>• If your child has a speech or language difficulty the Speech and Language therapist may review the progress with a specific programme and adapt the programme as your child makes progress</li><li>• Outside agencies who may be offering support to your child may give advice and feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent</li><li>• DEMAT Central Team of specialist support teachers may visit and support staff to improve provision where it is felt it is not meeting the child's needs.</li><li>• We have support from the Local Authority SEND Support and Educational Psychology teams who work with the SENDco, teacher and parents to unpick needs to help improve your child's attainment, progress and wellbeing.</li></ul>
<b>How does my child know how they are getting on with their learning?</b>	<p>We work alongside the child to identify what they need to do to improve their learning. The teacher and child work together to create SMART targets to develop learning. Targets are reviewed regularly.</p> <ul style="list-style-type: none"><li>• The children create and review their own Pupil Passport with the class teacher or trusted adult</li><li>• The APDR document is created by the class teacher (with support of any specialist advice)</li><li>• Praise, verbal feedback and next steps comments are offered through marking</li></ul>



**What Assessment arrangements are in place to support my child?**

At St Luke's we gather baseline information to enable us to put in place the necessary provision. Class teachers and learning assistants meet to discuss the impact the adapted work is having on any child with SEND in the classroom.

In order to plan support for your child we implement a 'graduated response'; a four-stage cycle based on the principles of **assess, plan, do, review**. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child.

Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response.

- **High-quality teaching** is in every class and when a child requires more than this level of support, tasks will be adapted.
- Each child's provision will be tracked by the class teacher. Provision offered will compliment the individual child's needs.
- Every effort is made to allow all children to access all activities provided. On some occasions additional adult support or resources may be needed to make this possible.
- **School-based Targeted Support.** Depending on need, the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning.
- **School-based Specialist Support.** The class teacher along with the SENDco, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning.
- Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessment, strategies may be recommended to the school and parents.



<p><b>How will the Academy monitor the effectiveness of its SEND arrangements and provision?</b></p>	<p>As an academy school, we will have regular assessments followed by a reviewing process. This will be managed by the class teacher and SENDco or SLT in the form of Pupil Progress meetings where the SMART targets set by the class teacher and child will be reviewed. Additional assessments include:</p> <ul style="list-style-type: none"> <li>• Learning walks and observations by the Senior Leadership Team</li> <li>• DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing. We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met</li> <li>• Each term the Academy SEO for Inclusion, who oversees SEND, meets with the SENCO to look at provision and monitor its effectiveness</li> </ul>
<p><b>What are the roles and responsibilities of our governors?</b></p>	<p>The school SEND governor is Gill Ambrose who can be contacted through the office email address. The governors fulfil their statutory duties by: -</p> <ul style="list-style-type: none"> <li>• Ensuring a SEND policy reflects the current Code of Practice</li> <li>• Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs</li> <li>• Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision</li> <li>• Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced</li> <li>• Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment</li> <li>• Attending annual training run by the Trust's Inclusion and Safeguarding Team</li> <li>• Meeting with the SENDco and relaying any information back to the governing body</li> </ul>
<p><b>Curriculum Concerns</b></p>	
<p><b>Adaptations to the curriculum and learning environment</b></p>	<p>Quality First Teaching will be the main focus and from this effective differentiation will enable your child to participate fully in all aspects of learning to make the best possible progress</p> <ul style="list-style-type: none"> <li>• Staff plan learning according to children's needs and requirements in the classroom.</li> </ul>

<p><b>What is St Luke's approach to differentiation?</b></p> <p><b>How is extra support allocated to meet children's needs and requirements?</b></p>	<ul style="list-style-type: none"> <li>• All staff who work with your child in school are aware of your child's requirements through the planning and assessment processes</li> <li>• Staff can meet the needs of the children by applying the adaptive strategies suggested within the plans</li> <li>• Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.</li> <li>• Adapting our resources and staffing</li> <li>• Using recommended aids, such as: laptops, visual timetables, larger font, word banks etc.</li> <li>• Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</li> </ul>
<p><b>Our approach to teaching pupils with SEN</b></p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.</p> <p>We will also provide the interventions which fit the needs of the individual or as advised by the Specialist teaching team.</p>
<p><b>Partnership: Planning, Monitoring and Review</b></p>	
<p><b>What do we offer at St Luke's, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?</b></p>	<p>Pupil and parents voice is integral for ensuring the best approach to meet the child's needs.</p> <ul style="list-style-type: none"> <li>• You will meet with the class teacher to discuss your child's progress, review their achievements and targets. Each term the class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR. Your views and your child's views will be part of this process.</li> <li>• If your child has an EHCP we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change, in some cases we will meet more often than once, but the EHCP will formally be reviewed once a year.</li> </ul>





	<ul style="list-style-type: none"> <li>• The Acorn Trust visits school every week to support focus children with Art Therapy sessions</li> </ul> <p>We have a zero-tolerance approach to bullying.</p> <ul style="list-style-type: none"> <li>• Children are supported by the class teacher and the learning assistants within the classroom and the playground.</li> <li>• The SLT team oversees the pastoral, medical and social support of all pupils</li> <li>• We liaise with health professionals to ensure care plans are in place for children with medical needs.</li> <li>• All staff have basic first aid training and some staff have specific Paediatric First Aid</li> </ul> <p>Other support and intervention:</p> <ul style="list-style-type: none"> <li>• Class or whole school assemblies support the values of the school to be Ready, Respectful and Safe</li> <li>• Themes worked on in school include – road safety, online safety and anti-bullying</li> <li>• Before or during Parent’s evening we review the APDR (assess, plan, do and review) targets with your child so that we understand that our provision is working for each child.</li> <li>• Surveys</li> <li>• Class teacher discussions</li> <li>• Regular discussion with the SENCO</li> </ul>
<p><b>How do we encourage our children to contribute their views?</b></p>	<ul style="list-style-type: none"> <li>• Staff take time to talk to children and respond to their individual needs sensitively</li> <li>• Children’s views are sought when producing and reviewing Education Health and Care Plans</li> </ul>
<p><b>Specialist Services/ Expertise Available</b></p>	
<p><b>Additional support for learning</b></p>	<p>We have a group of learning assistants who deliver interventions and preteaching. They are deployed by the SENDco and class teachers.</p> <p>Teaching assistants will support pupils on a 1:1 basis when the child has a EHC plan in place. The aim of the support is to develop learning independence.</p>



	<p>Teaching assistants may support pupils in small groups. When an intervention can be offered to more than one child and still be deemed effective this will be offered.</p>
<p><b>Our school accesses the following services/outside agencies</b></p>	<p><i>We understand in some instances outside expertise or help will be necessary to best support your child. In Cambridgeshire these experts or agencies may include:</i></p> <ul style="list-style-type: none"> <li>• Local authority support services</li> <li>• DEMAT Central Team</li> <li>• Speech and Language Therapy</li> <li>• Specialist Teachers and Specialist Practitioners</li> <li>• Educational Psychology</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Community Paediatrician</li> <li>• Younited (Child and Adolescent Mental Health Service)</li> <li>• Early Intervention Family Worker</li> <li>• Sensory Support Service (for pupils with hearing and visual impairments)</li> <li>• Art Therapist</li> <li>• Emotional Health and Wellbeing Trust</li> <li>• Church Schools for England</li> </ul>
<p><b>Training</b></p>	
<p><b>Expertise and training of staff</b></p> <p><b>Staff Qualifications</b></p>	<p>Our SENDco has worked as a key stage lead and teacher for over ten years. She works as a full time inclusion officer and manages the school SEN provision within that role. We have a team of teaching assistants who deliver SEN provision.</p> <p>We use specialist staff for medical needs, additionally</p> <ul style="list-style-type: none"> <li>• Teaching assistants are first aid trained.</li> <li>• Teaching assistants have been trained by the trust for</li> <li>• The SENDco has the National Award for SENDCO's qualification</li> <li>• The SENDCo is also the Deputy Designated Safeguarding Lead</li> </ul>

	<ul style="list-style-type: none"> <li>• Safeguarding training September 2021</li> <li>• Teacher and TA training for specific health needs</li> <li>• Staff CPD cycle incorporates training for meeting the needs of all learners, refining questioning for pupils with SEND and making reasonable adjustments to ensure all children can succeed</li> <li>• All teachers undertake termly book looks with leaders to ensure that there is consistency in marking and high expectations</li> <li>• All staff have training from the SENDco to support your child's SMART targets.</li> </ul>
<p><b>What training have staff received recently?</b></p>	<p>All staff are presently undergoing a cycle of training on:</p> <ul style="list-style-type: none"> <li>• A dyslexia friendly classroom</li> <li>• Expanded Rehearsal Techniques for reading confidence</li> <li>• How to develop Speech Vocabulary using the new curriculum (PKC's)</li> <li>• First Aid</li> </ul>
<p><b>We plan to undertake the following training/ disability awareness sessions(s).</b></p>	<p>The focus this year will be to recognise and support the development of speech and language throughout the school. This will be delivered by the Trust.</p> <p>Learning assistants will be undertaking a "Maximising the effectiveness of learning assistants" course. Run by the Trust.</p>
<p><b>Accessibility</b></p>	
<p><b>We provide the following to ensure that all children/young people in our school can access all of the activities offered.</b></p> <p><b>Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN</b></p> <p><b>Securing equipment and facilities</b></p>	<p>All of our extra-curricular activities and school visits are available to all our pupils, including our after-school club.</p> <p>All pupils are encouraged to go on our residential trip(s).</p> <p>All pupils are encouraged to take part in sports day/school plays/special workshops, etc.</p> <p>No pupil is ever excluded from taking part in these activities because of their needs.</p> <ul style="list-style-type: none"> <li>• Ensuring all of the building and classrooms are accessible to all the children</li> <li>• Adults are supportive of the needs of the children</li> <li>• Pre-planning for trips and visits to ensure children can access learning beyond the classroom</li> <li>• Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum (or the bespoke child led curriculum)</li> </ul>

	<ul style="list-style-type: none"> <li>• Where necessary funding is put in place to support any extra requirements of SEN children.</li> <li>• We keep a supply of various pencil grips, coloured overlays and fidget toys</li> <li>• In some cases, children may require specific equipment and resources, for example, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance.</li> </ul>
<b>We involve parents and carers in the planning by</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held between parents, the current setting, professionals and the school</li> <li>• Annual Reviews ensure that parents/carers are involved in the children's education</li> <li>• Meeting in person or communicating by telephone or zoom meetings.</li> <li>• Parent's evenings</li> </ul>
<b>Parents and carers can give their feedback by</b>	<ul style="list-style-type: none"> <li>• Each term attending parent/carers evening.</li> <li>• Parent Questionnaires are given out annually.</li> <li>• Annual Reviews parent/carers views are included.</li> <li>• Teachers are available each day to speak to parents at the end of the school day. Where this is not possible appointments can be arranged for an acceptable time for all parties.</li> </ul>
<b>Transitions</b>	
<b>Transition</b> <b>What arrangements help children and their parents to make a successful transfer to ST Luke's school?</b>	<ul style="list-style-type: none"> <li>• Parents of the children coming into EYFS are invited to meetings within school.</li> <li>• Transition meetings are held between pre-school staff, professionals who work with the family, the SENDco and staff from school.</li> <li>• The children are invited to visit the school before the term begins.</li> <li>• With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENDco at St Luke's.</li> </ul>
<b>Supporting pupils moving between phases</b> <b>How do we prepare children to make their next move?</b>	<p>Transitions to Secondary schools are supported by the SENDco and Class teachers</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Have "Move-up" days whereby children go to the new classroom with the new teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using Social Stories to support transition (where appropriate)</li> <li>• With Y6 a visit to the new school happens in July and staff from the secondary schools also informally speak to the staff at St Luke's</li> <li>• Home visits for new Foundation children</li> <li>• Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed</li> <li>• Where a child has an EHC plan, the current and new teacher will be involved in the annual review meeting.</li> </ul>
<b>Complaints</b>	
<b>Complaints about SEN provision</b>	<p>Complaints about SEN provision in our school should be made in the first instance to the SENDco. If the complaint can not be resolved they will then be referred to the school's complaints policy.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
<b>Contact Details</b>	
<b>Who should I contact if I want to discuss my child's progress or difficulties?</b>	<p>Your child's class teacher is always your first point of contact. They are always available to speak to you at the end of the day or you can arrange an appointment to see them.</p> <p>The SENDco is available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs.</p>
<b>Who is the SENCO?</b>	Ms Saima Din Sdin@stlukes.cambs.sch.uk
<b>Contact details of support services for parents of pupils with SEN</b>	Other than the school, parents can seek SEN advice and support from other agencies.
<b>Contact details for raising concerns</b>	<ul style="list-style-type: none"> <li>• Pinpoint: <a href="https://www.pinpoint-cambs.org.uk/">https://www.pinpoint-cambs.org.uk/</a></li> <li>• SENDIASS (Parent Partnership) <a href="https://www.caringtogether.org/directory_listing/sendias">https://www.caringtogether.org/directory_listing/sendias</a></li> </ul>

<p><b>The local authority local offer</b></p>	<ul style="list-style-type: none"> <li>• IPSEA (independent Parent support) <a href="https://www.ipsea.org.uk/pages/category/education-health-and-care-plans">https://www.ipsea.org.uk/pages/category/education-health-and-care-plans</a></li> </ul> <p>Our contribution to the local offer is: <a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer">https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer</a></p> <p>Our local authority's local offer is published here: <a href="http://www.cambridgeshire.gov.uk/send">http://www.cambridgeshire.gov.uk/send</a></p>
<p><b>What other external support services for information or advice are there?</b></p>	<p><a href="http://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer">www.cambridgeshire.gov.uk/residents/children-and-families/local-offer</a></p>
<p><b>Monitoring arrangements</b></p>	<p>This Information Report will be reviewed by the SENDco annually.</p> <p>It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.</p>
<p><b>Links with other policies and documents</b></p>	<p>This report links to our policies on:</p> <ul style="list-style-type: none"> <li>• SEN</li> <li>• Accessibility plan</li> <li>• Behaviour</li> <li>• Equality information and objectives</li> <li>• Supporting pupils with medical conditions</li> <li>• Accessibility policy</li> </ul>