

POLICY NO: 2 (UPDATED)

SPECIAL EDUCATION NEEDS and DISABILITY (SEND) POLICY

Rationale:

Peaslake Nursery provides a broad and balanced curriculum for all children. We deliver the National Curriculum through the approach of the Creative Learning Journey and this is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning if not addressed by the school.

Peaslake Nursery is committed to supporting the learning needs of all children at the school. We use the Special Education Needs and Disability Policy to lay out our approaches to explain how these learning requirements are identified and responded to in order to ensure that all children have the opportunity to access the curriculum as fully as possible and reach their potential.

Our Special Educational Needs and Disability Policy is inextricably link to our ethos surrounding inclusion. Educational Inclusion means providing equal opportunities for all learners. This includes children who have been identified as having Special Educational Needs and/or Disabilities or specific difficulties, which require additional or different provision. An inclusive approach also refers to many groups of learners:

- Ethnic/faith groups
- Girls and boys
- Travellers/asylum seekers/refugees
- Children with EAL status (English as an additional Language)
- Looked after children in the trust of the local authority
- Learners at risk of exclusion
- Disadvantaged children due to family circumstances such as illness, mental health, stress, financial pressures.

We recognise that such groups and, in fact, **all** children at one time or another may face barriers to their learning and, by recognising and addressing these life experiences and how they impact on educational achievement we can aim to ensure that these aspects do not have a detrimental effect on their learning and enjoyment of school. For example, children may experience a bereavement or a specific family circumstance which determines that they require additional or different support for a particular period of time.

The School will follow the National Curriculum Inclusion Statement and offer three key principles for inclusion:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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We aim to achieve Educational Inclusion through embracing the following principles in the course of our teaching and learning at Peaslake:

- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Eliminating prejudice, discrimination and bullying behaviour:

Building a sense of community and belonging is at the heart of the school's ethos. We recognise the crucial nature of children feeling valued and respected and challenge any prejudice, discrimination or bullying behaviour that any of our pupils could potentially encounter.

Any potential bullying/intimating behaviour, prejudice or discrimination towards pupils is addressed through an approach, which combines reinforcing **positive behaviour** with covering consequences to **unacceptable behaviour**, including discussion with parents and education through circle time when themes of a personal, social and health orientated nature are explored. We also hold weekly assemblies, which reinforce expected attitudes and behaviours with a moral emphasis. Our School Behaviour Policy (3) covers our overall approach to behaviour in the school.

Aims of Special Education Needs (SEND) Policy:

The aims of this policy are:

- To explain how we endeavour to meet the special educational needs/specific learning needs of each child.
- To exemplify that the special educational needs and/or disability of children are identified, provided for and assessed thoroughly.
- To make clear the roles and expectations of all those involved in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities/specific learning needs.
- To explain how the school strives to enable all children to have full access to all elements of the school curriculum and achieve their full potential
- To create mechanisms for constant and active reviewing of SEN pupils' progress, status and provision.

Special Educational Needs and Disabilities (SEND) – a definition:

Children with special educational needs have learning difficulties that call for special provision to be made. All children have special needs at some time in their lives.

In line with the SEND Code of Practice (September 2014) all teachers are teachers of children with Special Educational Needs and Disabilities.

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At Peaslake we use the definition from the most recent government policy on SEND which is the **SEND Code of Practice 2014**. This definition states:

'SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means education or training provision that is additional or different from that made generally for others of the same age in mainstream settings in England.'

'Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010. That is, a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.'

In consultation with parents, and possibly outside agency support, the teaching team, including the SENCo, will identify the Special Educational Need and/or Disability within or across the "**four broad areas of need**" as identified in the **SEND Code of Practice 2014**:

- Communication and Interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Physical and/or sensory.

Responsibilities:

It is a whole school responsibility to meet the needs of our children with SEND. This policy provides specific information regarding the roles and responsibilities relating to SEND of the SEN Co-ordinator (SENCO), Head teacher, Governing Body and teaching team including Teaching Assistants.

Role of the SENCO

In our school the Special Education Needs Co-ordinator is Mrs Clare Sylvester.

The SENCO has specific responsibilities within the school:

- Developing the strategy for SEN policy and provision (with head teacher and Governing Body)
- Undertaking day-to-day responsibility for policy and provision
- Collaborating with and giving professional advice to teachers and teaching assistants.
- Developing effective ways of overcoming Barriers to Learning.
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting
- Where there is a shared class the SENCO ensuring that responsibility is delegated as appropriate, to one or both teachers, for writing Individual Education Plan (IEP) targets and sharing these with parents.

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- Ensuring that termly SEN review meetings with parents will be conducted outside parents' evenings.
- Managing Teaching Assistants (TAs) by devising intervention programmes in close collaboration, overseeing and assessing the effectiveness of these in the light of pupil progress made.
- Overseeing records.
- Liaising with parents, placing emphasis on families' opinions and feedback, included children's views.
- Contributing to continuing professional development (CPD).
- Liaising with external agencies.
- Reporting to other schools prior to transfer.

Role of the Head teacher:

The Head teacher has clear responsibilities with regard to the SEN policy:

- Strategic development of the SEN Policy with the SENCO.
- Monitoring and evaluating the special educational needs provision and reporting to the Governing body.
- Establishing links with other schools (e.g. Shere School).
- Overseeing SENCO and developing job description.
- Working with a named Governor who is responsible for overseeing SEND provision at the school.

Role of the Teacher:

- Maintaining, reviewing and updating IEP's and children in their class on the SEND whole school register and watch list.
- Maintaining, reviewing and updating provision and intervention plans used with children in their class.
- Ensuring that children's learning needs are met through the employment of a differentiated curriculum (i.e. reasonable adaptations to the environment and /or teaching styles and the differentiation of objectives and/or work set as appropriate.)
- Organising the deployment of support staff and planning with support staff to ensure child with SEND make progress against their projected levels of achievement and their specific IEP targets which are designed to contribute to achieving specific overall levels.
- Keeping up to date with information regarding SEND, especially if it relates specifically to children with special needs in their class.
- Keeping the SENCO informed of changes to the needs and/or circumstances of the children in their class with SEND or specific needs, including passing on parents' comments.
- Implement advice and strategies provided by outside agencies designed to support and aid progress for children in their class.

Role of Teaching Assistants:

- Under the direction of the class teacher and/or SENCO, to support individuals to achieve aims. For example, through intervention groups.

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- To keep a record of the aims, activities and outcomes relating to progress made after each session and to feed this information back to class teacher and/or SENCO.
- To provide feedback generally relating to observations of children in the class with SEND or specific difficulties.

Role of the Governing Body:

The Governing Body of Peaslake Nursery has clear responsibilities with regard to the SEND policy;

- Ensuring that there is a named Governor responsible for overseeing SEND in the school who is involved in reviewing provision, policy and administration procedures.
- Securing the necessary provision for any pupil identified as having special educational needs;
- Ensuring that all teachers are aware of the importance of providing for these children;
- Consulting the LEA and other schools, when appropriate;
- Reporting annually to parents on the success of the school's policy for children with special educational needs;
- Ensuring that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Allocation of Resources

The SENCO costs are part of the core budget of the school. Any incremental support required for individual children is agreed with the School Governing Body. Initial or lower-key funding needs are dealt with inside the core budget of the school. If a child is subject to an Education, Health and Care plan or circumstances require substantial incremental funding the school will apply to the appropriate body for financial support.

The school has assessment procedures designed to track the status and progress of all children against their learning goals and potential. It will utilise these core information systems to identify, track and monitor children with SEN. In the event that special requirements need to be customised for an individual child these approaches will be documented.

The School's Process for the Identification, Support, Assessment and Monitoring of Children with SEND and those requiring Specific Additional Support

Peaslake Nursery recognises that early identification is vital. When a potential learning need is identified the class teacher will raise the matter with the Head Teacher and the SENCO. In the event that any special provision is decided upon, the class teacher will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation

Peaslake Nursery is committed in its aim to removing potential barriers to children's learning and development and to ensuring an inclusive ethos whereby all children

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enjoy equal access to the curriculum and the potential to achieve to the very best of their ability.

This part of the document therefore outlines the process of identification of children's needs and how these may be addressed within the waves of provision to ensure that their needs are met and they are able to make expected progress. The document describes three "Waves" of teaching provision and procedures (see Wave definition on school Provision Map included as an Appendix to this document:

- Wave 1 – This is the provision provided for all children in the school which differentiates the approaches to be used based upon the needs of each individual child.
- Wave 2 – This is the provision identified for those requiring Specific Additional Support.
- Wave 3 – This is the provision provided for those identified with Special Education Needs and Disabilities.

1) Wave 1 provision for all (incorporating "Quality First Teaching)

Our Wave 1 provision includes the following principles:

- High expectations and appropriate challenges for each child including careful differentiation of tasks and/or objectives (see further detail regarding ***differentiation*** below).
- Adaption of teaching styles and environment/resources as appropriate and manageable.
- Emphasis on progress and measuring progress. If not making progress staff to follow procedures as below.
- Children's views taken into account.
- Helping children to identify errors and support them to overcome these as independently as possible.
- Frequent opportunities for reflection of work and progress made including reflection and discussion of marking scheme so that children understand their strengths and areas for improvement and *how* to improve work.
- Individual targets designed to develop learning in numeracy and literacy. Ensure that children agree with, understand and are motivated to achieve these targets (incentives of stickers and certificates).
- A manageable way to decide when these targets have been achieved (i.e. when child has achieved 3 smiley faces for work that relates to target on the target display wall).
- Using what children know as a starting point and developing their learning from this point.
- The importance of addressing social, moral, emotional and mental health needs and how this feeds into academic achievements.
- An emphasis of the importance of school values, supporting one another and praising efforts and offering incentives.
- Providing a broad and balanced curriculum, including the importance of developing social skills, confidence and independence enhanced by contributions to assemblies, performances and regular school trips and visitors to the school.

Our approach to ***differentiation*** in the curriculum includes:

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- Ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation.
- Using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suitable to their ability.
- Helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties.
- Including work recorded in alternative formats.
- Employing active learning strategies giving pupils first-hand experience.
- Matching demands to levels of attainment.
- Providing a range of activities to ensure participation.
- Providing similar work for a group but allowing different outcomes.
- Using a clearly defined step-by-step approach promoting gradual development of concepts and skills.
- Using jargon-free, unambiguous language starting from the child's own language, introducing words as needed.
- Explaining new words regularly to ensure understanding and use.
- Allowing sufficient repetition to consolidate skills.
- Allowing time for reflection.
- Ensuring that the pace of the lesson takes account of the differences between individuals.

Options for ***differentiation*** can include:

- Adapting presentation approaches;
 - Simplifying verbal instructions
 - Demonstration
 - Writing down and leaving instructions up after saying them
 - Reading aloud key text/instructions before child reads them
 - Putting up a glossary of word meanings for difficult vocabulary
 - Simplifying written work cards and texts
 - Supplementing information in books with tapes, video, pictures, charts, diagrams.
- Choosing more motivating activities by linking tasks to children's interests.
- Dividing longer pieces of classroom work into shorter tasks each with its own end point.
- Increasing use of active learning approaches – brainstorming, drama, role-play, card sorts, making posters, display, group discussion, group problem-solving.
- Providing opportunities for repetition and reinforcement – same activity presented in different ways, reviewing earlier learning regularly.
- Using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture-diagram-flow chart, PC-aided recording.
- Providing prompt sheets for writing, questions to answer key words for each section, sentences or paragraphs to put in correct order.
- Cooperative writing, groups or pairs.

While these approaches for differentiation will be vital, it is also the policy of the school that children with SEND will be integrated into the wider school community as much as possible. These interventions will take place where appropriate in the normal school environments and mixed groups of children will continue to be a core

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teaching model. Children with SEND will be encouraged to take part in all school-related activities insofar as this is practical.

It may be the case that, despite the teaching being of high quality including reasonable adaptations to teaching style, objectives and/or differentiated work set, a child continues to experience difficulties in a particular way or a multitude of ways.

We **assess** the children and their needs in a range of ways:

- Baseline results from the Foundation Stage
- Progress measured against the objectives in the National Curriculum end of Key Stage and EYFS goals at the end of the foundation stage.
- Reflecting on what school believe the child is capable of in relation to projected levels at the end of the Foundation Stage/Key Stage 1.
- Standardised screening and assessment tools.
- Observations of child's behaviour in terms of mental health and social and emotional development.
- Information from the family including the child.
- Information from outside agencies such as the Educational Psychologist, Speech and Language Therapist.
- Information from previous schools/educational settings.
- Information from the previous teacher, previous Individual Educational Plans or existing Education Health Care Plans.

2) Wave 2 - Staff and/or parent identifies a concern or area which requires improvement (may or may not be concern that child has SEND).

The child may be finding one aspect or more relating to the broad areas of need challenging. Targets will be set and a plan on how to achieve these, this could be in the form of an intervention. Examples of issues could include:

- Child is finding it difficult to develop understanding of place value in numeracy and is at risk of falling behind.
- Child is struggling in their daily phonics sessions to pick up the sounds being taught and apply these in their reading (and writing).

An intervention such as "precision teaching" is implemented by a Teaching Assistant, planned and overseen by the class teacher and SENCO. This may consist of 2/3 sessions for 10 minutes per week and focusses on these precise difficulties. It may take the form of initial practical work, a little game and culminating in written recording.

This type of provision therefore falls under the category of 'Wave 2', or 'catch up' provision and is designed to ensure that the child stays on track in terms of expected development for their peer group and in terms of their own ability and what they are capable of. Parents will be made aware that this additional provision has been put in place to support their child.

The session would stop when the target is achieved. The intervention may then cease or a new area may be addressed through precision teaching if necessary.

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Pre-teaching interventions may also be implemented and this involves pre-empting that it would be advantageous for the child and their learning to have 1 to 1 or small group work with TA on concepts about to be taught during the week. This provides the child with a greater level of experience/understanding as they approach concepts for the first time.

3) Wave 3 - School identifies a child's possible SEND within or across the four broad areas of need:

It may be that concerns about the child do not centre upon **precise** areas of difficulty regarding the curriculum or social, emotional aspects. There may be greater/multiple concerns, such as lack of progress across the whole curriculum or indications that the child has a specific learning difficulty within the area of cognition and learning such as dyslexia, which could create barriers to learning. Or it could be that, despite "catch up provision" as Wave 2, the child continues to experience difficulties.

If there are concerns therefore that the child has a **Special Education Need and/or Disability** then the parents (and child if appropriate) will enter into a dialogue to decide on the best course of action. This would typically consist of devising an **Individual Education Plan** (IEP see details below).

This plan will support staff in identifying targets for the child, designing provisions/interventions to achieve these targets and assess the progress being made. The child will also be placed on the **whole school intervention plan** which includes a set date to formally assess the progress that has been made and whether the targets have been achieved (conducted in part by the SENCO with the class teacher).

If targets have been achieved new ones may be introduced (featuring both on the whole school plan and the individual IEP). The typical time span given to achieve targets set is 10 – 12 weeks. However, if targets have not been reached at this point of evaluation they will of course continue onto the new plans or be adapted if this is deemed necessary.

The school will identify the child within one or more of the four broad areas of need (**Communication and Language, Cognition and Learning, Emotional, Social and Mental Health Difficulties and Physical and Sensory needs**). They are now receiving Wave 3 provision.

The child is likely to receive interventions by T/TA which may include 1 to 1 support at specific times during the week. Outside agencies may be involved to help assess the child and advise the school, child and family in providing the best support to achieve aims. An **Early Help Assessment (EHA)** from Surrey County Council maybe requested.

If there are concerns about a child and the school are in the process of gathering evidence, observations, calling upon agency support or the opinion of the parents, it maybe more appropriate for the child to be placed on a "**watch list**". The child is therefore under consideration regarding SEND identification but may be removed in the light of further investigation or, conversely, may moved on to the SEND register and therefore Wave 3 provision.

4) The expected progress is not made when the child is supported within 'Wave 3' provision and following their identification of SEND:

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If difficulties persist and no or insufficient progress is made within one or more broad areas of need, the child may need to be assessed for an **Education, Health and Care Plan**. The school's assigned EHC plan co-ordinator/s will co-ordinate a meeting between the school, family and other agencies (including discussion from the child's perspective). The IEP will be reviewed and it will be decided if greater or different support is required such as more consistent 1 to 1 support for the child in school, which will be funded additionally by the council as part of the EHC plan.

The following would indicate that an EHC plan maybe required:

- The child continues to make little/no progress in area/s of concern.
- The child's social, emotional, mental health results in behaviours which consistently and significantly interfere with their and/or others' learning.
- The levels that the child has reached are significantly below those expected for their age.
- The child experiences significant difficulties in literacy and/or numeracy.
- The child has significant sensory and/or physical needs, which require additional specialist equipment or support from outside agencies/support teams.
- The child continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

Individual Education Plans:

As indicated above, arrangements that are additional to, or different from, that which is normally available will be recorded on IEPs, which will achieve the following:

- Raise achievement of pupils with SEND.
- Include the child's voice and their motivation to reach targets (i.e. stickers, treasure chest points).
- Be seen as a working document.
- Use a simple format.
- Detail provision 'additional to' or 'different from' that generally available for all pupils.
- Detail targets which are 'extra' or 'different' from those for most pupils.
- Be jargon free.
- Be comprehensible to all staff and parents.
- Be distributed to all staff as necessary.
- Promote effective planning.
- Result in good planning and intervention by staff.
- Result in the achievement of progress made and reaching targets set for pupils with SEND.
- The progress being made will be reviewed at the end of each session and recorded by the individual leading the intervention/strategy. The staff member will also regularly feedback to the class teacher and/or SENCO concerning progress.

The staff will focus on:

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- Up to three or four key individual, measurable targets, which are set to help meet the individual needs and particular priorities relating to the areas of need identified as relevant to the child and their difficulties.
- Strengths and successes, which should underpin targets and strategies.

They will consist of:

- Short term targets set for or by the pupil.
- Teaching strategies to be used.
- Provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (recorded when IEP is reviewed).
- Comments from families when the IEP is reviewed.

When reviewed the following will be considered:

- Progress made.
- Parents' views.
- Effectiveness of the IEP.
- Any specific access issues that impact on progress.
- Any updated information and advice.
- Future action, including changes to targets and strategies.

As part of the process 'progress' will be defined as:

- Closing the attainment gap between the child and their peers.
- Reaching levels (perhaps in reading, writing or numeracy) deemed achievable by the child, therefore fulfilling potential.
- Preventing attainment gap growing wider.
- Is similar to that of other peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matching or bettering the pupil's previous rate of progress.
- Ensuring access to the full curriculum.
- Demonstrating improvement in self-help, social or personal skills or in the pupil's behaviour.

Parents

All parents of children with special educational needs should be treated as partners.

They should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child should be educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective professionals involved should:

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- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

To participate in decision-making, children need information and support so that they can work towards:

- Understanding the importance of the information.
- Expressing their feelings.
- Participating in discussions.
- Indicating choices.

Adults need to:

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children.

Children should be enabled/encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to IEPs, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Staffing Policies and Partnership with Bodies Beyond the School

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided and supported by the Governing Body which includes:

- Skill-sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects provided by staff from Inclusion – CYPS. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school.

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- Courses relevant to the work being undertaken. These can be generated by staff interest or can be undertaken at the request of the SENCO.

The school is in contact with the following services and organisations:

- Local Authority (Child Health Services, Social Services, Education Welfare Services)
- Shere School.

The main source of outside agency support is CYPS-Inclusion. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc.

Contact is coordinated by the SENCO and we seek to share experience, participate in the latest learning and approaches and gain advice on specific interventions and approaches. Special schools will be approached if the particular issues to be resolved warrant it.

Transfer for other Schools:

There will be situations where all parties agreed that the best solution to the child's needs is to transfer them to a school, which is better able to meet their requirements. Liaison is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO and will include the sharing of critical information with regard to the child, the education needs and any interventions (both successful and otherwise) that have been utilised as well as recommendation of approach for the receiving school.

Grievances

Complaints about any aspect of the SEN Policy will be dealt with in the same way as any other complaint against the school. The Principal will respond initially as appropriate and seek to reach resolution with the parents of the child concerned. The Governing Body will engage as necessary if this does not lead to resolution. The Education and Curriculum sub-group of the Governing Body will undertake a review as necessary on behalf of the Governing Body. The Local Authority will be utilised to assist with issues that cannot be resolved by the Governing Body.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

Policy Ratified by the Governors: 25th March 2015

Review date: Annually