



## PINNER PARK INFANT AND NURSERY SCHOOL

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND policy)

#### AIMS

***"We aim to provide appropriate, high quality learning opportunities for all pupils through following a broad, balanced, relevant and differentiated curriculum, giving support to those experiencing difficulties by scaffolding their early steps, as well as challenging all pupils to learn beyond their expectations."***

<b>Part 1: Basic information about Pinner Park Infant and Nursery School's SEND provision.</b>
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At Pinner Park Infant and Nursery School pupils are identified as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice April 2015(Sept 2014)

This defines SEN as;

xiii. 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.

xiv. A child of compulsory school age or a young person 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Child and Families Act 2014)

xviii. Many children and young people who have SEN 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’.

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition, learning and play
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

## **Guiding principles**

At Pinner Park Infant and Nursery School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

## **Objectives of the School's SEND policy**

Pinner Park Infant and Nursery School is committed to inclusion, meeting individual needs and planning the highest quality provision for all pupils. Our objectives ensure high levels of achievement, progress and development of all pupils regardless of Special Educational Need or disability.

We will ensure that a pupil with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this;

- the views of the pupil will be sought and taken into account
- parents have a vital role to play in supporting their child's education
- pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate differentiated curriculum
- the school will manage its resources to ensure all pupils' needs are met
- a pupil's special educational needs will be identified early
- provision and progress for SEND pupils will be monitored and reviewed regularly recognising that needs change over time and appropriate responses will be made
- the school will involve outside agencies when appropriate
- Education, Health and Care Plans (EHC plans) will be reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

## **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the SEN Representative from the Governing Body using the criteria set out in the Special Educational Needs and Disability Regulations 2014.

The use of resources, identification process, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, identification of training needs and use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

**The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.**

The school's provision for pupils with SEND will be coordinated by the Assistant Headteacher-Inclusion (the SENCO for the school).

The SENCO has an important role to play with the Headteacher and Governing Body, in determining the strategic development of the SEND policy and provision in the school. At Pinner Park Infant and Nursery School the SENCO is part of the School Leadership Team.

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising and advising teaching staff and learning support staff within school
- as a Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- overseeing the writing of SEN support plans and student passports
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with educational psychologists and health professionals, arranging termly planning and review meetings
- liaising with social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority (LA) and its support services (see list at end of policy)
- making a request to the appropriate LA for a statutory assessment of a child's needs

- ensuring smooth transition of SEND children to new educational settings or transition into Pinner Park Infant and Nursery School from other educational settings/home
- supporting in-service SEND training for staff
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaising termly with the appointed SEN Governor and reporting to the Governing Body
- managing, updating and overseeing the records of all children on the SEN register, ensuring that the school keeps the records of all pupils with SEND up to date
- maintaining links with Special Schools and schools with Autistic Specific Environments/MLD provisions or other additionally resourced schools

In addition to the SENCO, there is a specialist team of people who support the work of the SENCO. Their roles and responsibilities are;

#### SEN Teachers x2

Assess specific literacy needs, plan, precision teach, review individuals, support differentiation so that individuals access the curriculum within classrooms.

#### SEN/EAL Teaching Assistant

Assess specific literacy needs, plan, precision teach, review individuals, support differentiation so that individuals access the curriculum within classrooms. Teach small groups with specific needs in maths. Teach social skills groups. Develop speech and language skills with focus children.

#### ELKLAN trained Teaching Assistant.

Work closely with the school Speech and Language Therapist (SALT) to reinforce and develop individual's targets. Support language develop, early phonics, attention and listening and social skills development. Trained to devise and implement strategies to support children on the Autistic Spectrum.

#### Counsellor/play therapist.

Qualified child counsellor/play therapist working with groups or individuals following parental consent.

#### Teaching Assistants

Teaching Assistants trained to run a number of intervention strategies (published) or programmes devised by health professionals.

Teaching Assistants working under the direction of the class teacher to support the objectives in specific pupil's EHC Plans.

**The admission arrangements for pupils with SEND who do not have an Education Health and Care Plan in so far as they differ from the arrangements for other pupils.**

Pinner Park Infant and Nursery School follows the LA policy on admissions.

In line with the SEN and Disability Act we will not discriminate against disabled pupils or children with SEN and we will take all reasonable steps to provide effective educational provision.

**The admission arrangements for pupils with SEND who do have an Education Health and Care Plan**

In the case of referrals from SEN Assessment and Review Service, the pupil's EHC plan is read and considered. Where ever possible the Assistant Headteacher for Inclusion will visit the pupil at their current educational setting. The pupil's specific needs are discussed with parents/carers and relevant agencies. Only if the school is satisfied that the needs of the child can be met within the context of our mainstream Nursery or Infant School is a placement agreed. The final decision regarding placement will be made by Harrow SEN Assessment and Review Service panel.

Once a place is offered, a multi-professional meeting involving parents is held. This is to ensure that all strategy advice and resources regarding the pupil's needs are in place prior to their start. The Assistant Headteacher-Inclusion will visit the pupil at their current educational setting/or home.

Where possible pupils visit the school and meet their class teacher and class teaching assistant and explore the classrooms prior to starting. In some cases a unique photo book is given to the pupil showing pictures of the school and key staff they will work with.

All pupils starting in Reception classes have a staggered progression into full time school. The increase in hours attended will vary according to the individual pupil's needs whether they are identified as having Special Educational Needs or not. This is developed in discussion with parents to ensure a secure, smooth and settled move into full time school.

**Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.**

All children, including those with SEND have full access to all areas of the curriculum and play a full and active part in the daily life of the school, as far as possible. This is achieved through:

- planning a differentiated, creative, broad and balanced curriculum for all pupils
- planning multi-sensory teaching methods so that all learning styles are provided for
- promoting active learning either as a whole class, small group, in pairs or 1:1
- pupils being grouped appropriately, at times to be taught specifically in ability groups or grouped to allow peer group support and pupils used as "models" for others

- full use of Teaching Assistants who are timetabled to work to support children's learning and independence in all Year 1 and Year 2 classes every morning
- Teaching Assistants in the Foundation Stage timetabled all day to support the children's learning and independence
- Teaching Assistants working in school alongside pupils with EHC plans and SEN Support plans, as appropriate, ensuring access to learning and strategies outlined in their EHC Plans and/or SEN Support plans
- Support Teachers/Teaching Assistants being timetabled to assess, teach and monitor pupils with SEN and/or EHC Plans as appropriate throughout the school
- Elklan trained Teaching Assistants support the learning of pupils with Speech and Language Therapy needs in order for them to access the curriculum at their level
- setting up working environments that are quiet with minimal distractions to aid concentration in order to support some pupils to access the curriculum
- making reasonable adjustments to the environment to ensure all pupils have access to facilities and educational opportunities
- providing specific interventions to develop learning skills and develop independence to access the curriculum- pre-teaching, social skills groups, catch up, Fischer Family Trust, speaking and listening groups etc
- supported small group interventions in maths and literacy
- being aware of access arrangements

The school seeks to comply with the 2010 Discrimination and Disability Act.

<p><b>Part 2: Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs</b></p>
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### **SEN Funding**

The school's SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Funding is delegated to the school from the LA, according to the number of pupils on the SEN Register. In addition children with an EHC Plan may have specific funding from the LA.

Pinner Park Infant and Nursery School carry out an internal annual review of all school SEND needs and monitored pupils so that the allocation of support staff is according to the needs of the pupils. Year group teams will vary resources to ensure most effective inclusion and provision for all pupils.

The SEN resource budget is used to ensure that specialist resources are in place. Subject Co-ordinators liaise with the SENCO and Inclusion Team and are expected to purchase the most appropriate resources for all pupils.

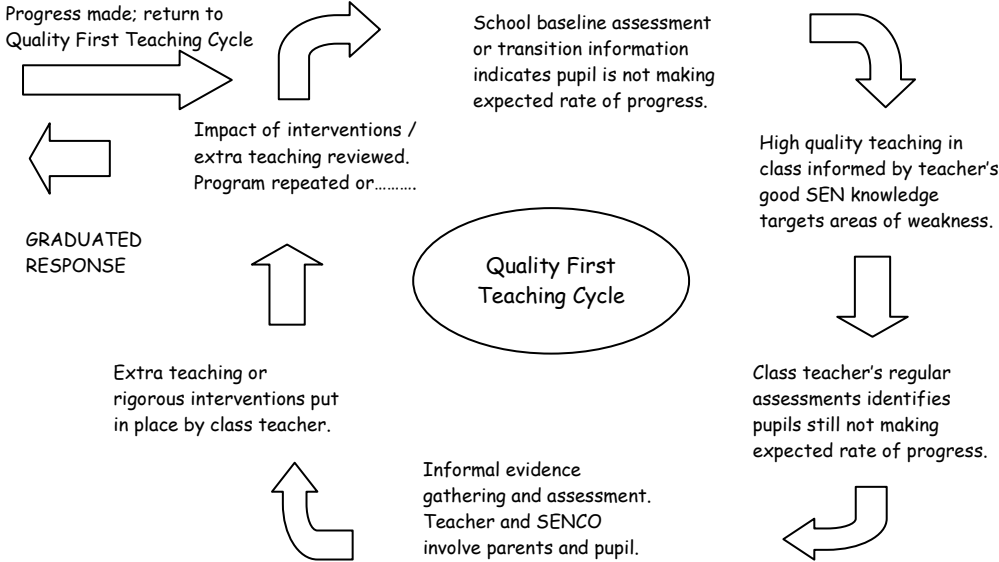
### **How pupils with special educational needs are identified and their needs determined and reviewed.**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist

staff. Where a pupil is not making adequate progress, class teachers, SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school’s response to pupils who have or may have SEN (Quality First Teaching Cycle).

The identification of SEN will be built into the school’s overall approach to monitoring the progress and development of all pupils.



### **Class Teacher Action** (prior to formal involvement of the SENCO)

- Use existing information as a starting point, talk to parents, look at samples of work, pupil progress meetings, knowledge of child from previous setting or teacher
- Highlight pupil's areas of skill to support their access to the curriculum and motivate their involvement in class activities
- Use baseline assessment to identify what a pupil knows, understands and can do
- Ensure that ongoing observation/assessment provides feedback so that assessments form the basis of next steps
- Set up class based intervention groups/ individual support
- Involve the parents in discussions and inform them of planned interventions
- Involve the pupil
- Teachers will have high expectations for the pupil's progress
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – will match planning and learning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the pupil's learning difficulties
- Interventions are recorded on the class provision map, maintained by the SENCO

Teachers will monitor, assess and record the pupil's progress and will identify those pupils not making sufficient progress despite the appropriate, quality support and teaching. At this point the SENCO is consulted, as to whether the pupil should be placed on the school's SEN register.

### **SEN register**

Placing pupils on the school's SEN register will be considered when pupils:

- are unable to make appropriate progress and experts are involved in advising on a personalised plan, specialist assessment, new strategies, or additional support from outside agencies.
- make little progress over time, NC levels are below age expected level or serious cognition/social & emotional/physical/sensory/communication/interaction difficulties are identified
- have not made a significant improvement despite the interventions put in place to support them

### **The Graduated Response**

The Graduated Response is led by the class teacher in partnership with the SENCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions (Quality First Teaching Cycle) are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

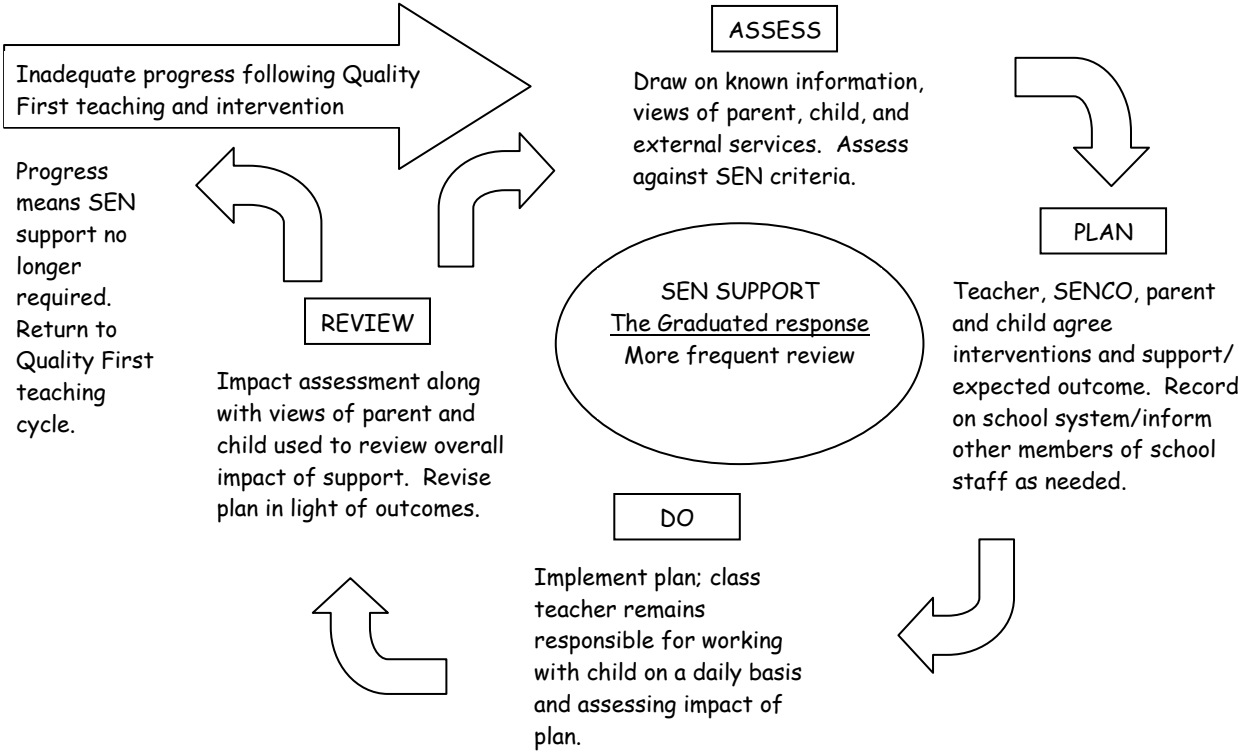


Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents the ‘London Borough of Harrow’s SEN Early Years Support Plan’ (Nursery and Reception) or the school devised SEN support plan (Years 1 and 2) will be drawn up to achieve the agreed outcomes through support and intervention arrangements. The parents will be given a booklet ‘Special Educational Needs - A guide for Parents/Carers’ to provide explanations, contact names and telephone numbers of people they may find supportive. The Graduated Response plan will ensure that;

- External agencies will be contacted as appropriate and they will see existing records and carry out their own assessments
- SENCO/teacher will consider a range of approaches/materials including ICT as appropriate
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets



## **The Termly Review Meeting**

Parents will be formally invited to their child's termly review meeting which will be led by the class teacher who will have good knowledge and understanding of the child and who is aware of their needs and attainment. At this meeting, the class teacher will be supported by the SENCO. The meeting will provide an opportunity for the parent to share their concerns and, together with the teacher and SENCO, agree their aspirations for their child.

Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. These discussions will be longer than most parent-teacher meetings to allow sufficient time to explore the parents' views and to plan effectively.

Parents are welcome to request a meeting with the class teacher or SENCO to discuss any issues at any time, in addition to the termly review meeting.

## **The School's Provision Map**

The school maintains a provision map of the support arrangements and interventions available to ensure that all pupils can access learning and maximise their achievements. The provision map includes all children who are accessing interventions and support, whether they are on the SEN register or not.

## **The School's Approach to Identification and Assessment of SEN**

At Pinner Park Infant and Nursery School we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority. This could be from the Educational Psychologist, Portage, Early Years Team, Children's Sensory Team or Health Professionals e.g. Speech and Language Therapists, Occupational Therapists, Physiotherapists, Child and Adolescent Mental Health Service (CAMHS), Paediatricians, School Nurse or Social Care.

Parental consent is formally required before such consultations can take place.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions at the Graduated Response, it may be appropriate to ask the LA to carry out a statutory assessment of their needs. This would be to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice 2015.

## **Education Health and Care Plans (EHCPlans)**

Once a pupil has an EHC plan naming Pinner Park Infant and Nursery School, the SENCO and Head teacher of the school will ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN changes, the LA will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHC plans please see the London Borough of Harrow's Local Offer.

## **Access to the National Curriculum**

At Pinner Park Infant and Nursery School we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to access the full National Curriculum although this might be at a different level to their peers. Potential areas of difficulty will be identified and addressed at the outset of work.

At Pinner Park Infant and Nursery School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

## **How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.**

The governing body will publish information about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

## **Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs and Disabilities concerning the provision made at the school.**

Parents/carers are welcome to come into school to discuss their child's needs with the class teacher and Assistant Headteacher for Inclusion. If parents/carers concerns about the special needs of their child are not resolved by meeting the class teacher or Assistant Headteacher for Inclusion then appointments can be made with the Headteacher. In very rare cases if issues remain unresolved parents can raise concerns with the Chair of the Governing Body.

### **Part 3: Information about the school's staffing policies and partnership with bodies beyond the school**

#### **Arrangements for Professional Development for all staff, including SEN staff and learning support assistants, in relation to special educational needs**

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school and by in-school teachers and therapists
- Specific training for teaching and support staff is organised by the Leadership Team on INSET days
- 'Surgery' INSET sessions are planned termly to allow staff to review pupils progress and review SEN support plans
- Class Teachers take responsibility for SEN within their own classes and the SENCO supports with this. Support is also given to Teaching Assistants running intervention programmes and Support Assistants with responsibilities for specific pupils with EHC Plans or SEN support plans
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO

#### **The role played by the parents of pupils with Special Educational Needs and Disabilities.**

All parents and carers of pupils with special educational needs at Pinner Park Infant and Nursery School are considered to be our partners. They will be supported to enable them 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 is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision
- Be given a booklet 'Special Educational Needs - A guide for Parents/Carers' to provide explanations, contact names and telephone numbers of people they may find supportive

To make communications effective staff at Pinner Park Infant and Nursery School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil'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 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. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs and termly 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. This will be done in an age appropriate way bearing in mind the needs and age of the pupil.

### **Any links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.**

At Pinner Park Infant and Nursery School, we have opportunities to attend training through Harrow's Learning Pool with Alexandra School Specialist placement for MLD and Aylward School which has an Autistic Specific Resource offering courses, advice and resource ideas. We can also access support from other Knowledge Centres at schools within the London Borough of Harrow.

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools and nurseries and pre-schools prior to transfer. Contact is coordinated by the SENCO.

Transition arrangements for pupils with SEN either moving into the school or moving on to new schools or between key stages within school is carefully planned and prepared for. Support is given by:

- visiting the SEN pupil in their previous setting and talking to staff and agencies supporting the pupil and family
- holding a meeting at school, inviting parents and all professionals involved with a new SEN child to ensure that information and successful strategies are in place prior to their start
- helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- providing social skills groups to help pupils explore changes and prepare for transition between year groups or key stages or schools
- enabling pupils with SEN to visit their new classes and meet their new teachers, providing photo books of key staff and areas, if appropriate
- ensuring pupils with SEN know how they can help themselves when they have a worry or need
- having an up to date/ reviewed student passport in place for transition so that new staff understand the needs and how they can support their new SEN pupil immediately
- Arranging a SENCO surgery (July) for parents whose children are transferring from the Infant School to the Junior School. SENCOs from both schools attend to answer questions, reassure and support a smooth transition

**Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.**

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

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse Team
- Children’s Sensory Team- Hearing Impaired
  - Visually Impaired
  - Autistic Spectrum

- Education Welfare Officer
- MASH ( Multi Agency Support Hub)
- Family Action (Parent Partnership)
- Dr Barnardo’s support services
- ADHD/Autistic Spectrum support group
- Contact a family

Contact is coordinated by the SENCO.

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) and disabilities Code of Practice: for 0 to 25 years April 2015 and has been written with reference to the following guidance and documents.

- Child and Families Act 2014
- Equalities Act 2010
- Special Educational Needs and Disabilities Regulations 2014
- Discrimination and Disability Act 2010
- Teacher’s Standards 2012
- Single Equality Scheme
- NASEN- Helping Everyone Achieve.

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

<p><b>RESPONSIBILITIES</b></p> <p>Governor Committee: SEN Governor: Bhumika Mehta</p> <p>SENCO: Karen Coxon - Assistant Headteacher</p>	<table border="1"> <tr> <th colspan="2"><b>Policy Schedule</b></th> </tr> <tr> <td style="width: 20%;"><b>Last Review</b></td> <td><b>Full Governing Body: 14.5.15</b> <b>Planning &amp; Curriculum: 2.3.17</b></td> </tr> <tr> <td><b>Next Review</b></td> <td><b>Full Governing Body: March 2018</b></td> </tr> </table>	<b>Policy Schedule</b>		<b>Last Review</b>	<b>Full Governing Body: 14.5.15</b> <b>Planning &amp; Curriculum: 2.3.17</b>	<b>Next Review</b>	<b>Full Governing Body: March 2018</b>
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