



Castle Donington College

Special Educational Needs and Disability Policy 2020-2021

Date agreed by the Full Governing Board

12th May 2020

Date for review

September 2021

Signed by Chair of Governors

The College follows Guidance and Advice given by the Government and Local Authority when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.

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Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act (2010)
- National Curriculum Inclusion Statement

This policy also complies with our funding agreement and articles of association.

Key Personnel

The named staff may change during the life of this policy and will be amended when the Policy is next reviewed by the Governing Board

Special Educational Needs Coordinator (SENCo)	Alexa Burns
Looked After Children Lead	Alexa Burns
Designated Safeguarding Lead	Ben Wilkinson
SEN Administrator	Gladys Sibson
Senior Learning Support Assistant	C Heyworth
Learning Support Assistant (LSA)Team	M Day E Elliot M Gosling M Rodriguez J Sander
Designated Safeguarding Team	N Barratt (Vice Principal) A Burns (SENCo) S Blood (Head of Year) J Canavan (Head of Year) S Danes (Head of Year) A Fincham (Behaviour Manager) S Harrison (Attendance Officer) E Nelson (Head of Year) D Purkiss (Head of Year)
SEND Governor	Mrs R Wykes
Safeguarding Governor	Dr R Mitchell

Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our College

Castle Donington College strives to be a fully inclusive school. We believe all children and young people are entitled to an comprehensive education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. At the College we aim for all children to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further education or training. Castle Donington College will:

- Use their best endeavours to make sure that a child with SEN gets the support they need. This means doing everything we can to meet pupils' needs.
- ensure that our pupils with SEN engage in the activities of the College alongside pupils who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision; the SENCo
- inform parents when we make special educational provision for a child
- ensure steps are taken to prevent disabled children from being treated less favourably than others

Aims

We provide a broad and balanced curriculum for all our pupils, including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

We want to raise the aspirations of and expectations for all pupils with SEND in a safe and supportive environment where all pupils can reach their full potential. We aim to focus on a range of successful outcomes for our pupils and not just the hours of provision/support, they receive.

This Policy aims to set out how we, at Castle Donington College:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice, (May 2015 / April 2020)
- operate a person-centred approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCo) to implement the SEND Policy
- provide support and advice for staff working with Special Educational Needs

Inclusion

Accessing the Curriculum

At Castle Donington College, all staff actively seek ways to remove barriers to learning for all pupils including those with SEND and all staff have high expectations and we aim for all pupils to study the full national curriculum.

A minority of pupils may need to access specialist equipment and/or different approaches. These pupils will be identified and their needs met using the graduated approach of assess, plan, do, review.

Accessing Extra- Curricular and Enrichment Activities

No pupil is ever excluded from taking part in any activity because of their SEN or disability. We provide support for pupils to improve their emotional and social development by encouraging:

- Pupils with SEN are encouraged to be part of the Student Council
- Pupils with SEN are also encouraged to participate in clubs, trips and activities offered by the Learning Support Department to promote teamwork/building friendships etc.
- All of our extra-curricular activities and visits are available to all our pupils, including before-and after-school activities and residential trips
- All pupils are encouraged to take part in sports day/production/special workshops, etc.

We have a zero tolerance approach to bullying.

Admissions

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Castle Donington College will:

- consider applications from parents of children who have SEN but do not have an EHC plan
- not refuse to admit a child who has SEN, but does not have an EHC plan, because we do not feel able to cater for those needs
- not refuse to admit a child on the grounds that they do not have an EHC plan
- not discriminate against pupils because of their Special Educational Needs.
- Reserve the right to appeal against a placement if we are unable to meet the needs of the pupils (after considering / implementing reasonable adjustments) or their inclusion would detrimentally affect the learning of others

(For further information, see Admissions Policy on College website)

Accessibility

The Equality Act (2010) as amended by the SEN and Disability Act 2001 places a duty on all schools and Local Authority's to plan and increase over time, the accessibility for disabled pupils to implement their plans. Our Accessibility Plan outlines the key considerations for our pupils with SEND.

Four Areas of Special Educational Needs

Pupils have a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them. The purpose of identification is to work out what action the College needs to take, not to fit a pupil into a category.

There are four broad areas of need as defined in the SEND Code of Practice, (May 2015 / April 2020)

- 1) **Communication and interaction** - a pupil could have speech, language or communication needs. Pupils may have ASD, including Asperger's Syndrome and Autism.
- 2) **Cognition and Learning** - pupils may struggle and have moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some pupils have specific learning difficulties (SPLD); these may affect more than one aspect of learning. For example, dyslexia, dyscalculia and dyspraxia.
- 3) **Social, emotional and mental health difficulties** – pupils may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, and self-harming or substance misuse.
- 4) **Sensory and physical needs** – some pupils may require provision because they have a disability, which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some pupils may have a physical disability (PD) where they require on-going support and equipment to help them access the same range of opportunities as their peers.

Other factors that may affect progress and attainment but are not SEND:

- Behaviour
- English as an additional language EAL
- Attendance and punctuality
- Health and welfare
- Being a looked after child (LAC) or previously looked after child (PLAC)
- Being in receipt of Pupil Premium
- Being a child of a service personnel
- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation. These alone do not constitute SEN)

A Graduated Approach

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

At Castle Donington College we adopt a Graduated Approach as set out in the SEND Code of Practice (May 2015 / April 2020) This approach is based on the principles of **ASSESS, PLAN, DO, REVIEW**.

A pupil's needs are assessed, a plan is drawn up (in consultation with the pupil and parent) to cater for the needs of the pupil, the plan is implemented and finally reviewed to measure effectiveness. This approach fully involves the young person and their family and they are kept informed throughout the process as well as being asked for their input on a regular basis. The process of identification, assessment and provision, in accordance with the SEND Code of Practice, recognises that there is a continuum of Special Educational Need, which may change over time.

Stage 1: Assess

Castle Donington College has a clear approach to identifying and responding to SEN.

'A pupil has SEN where their learning difficulty or disability calls for educational provision, to be different from or additional to that normally available to pupils of the same age.'
(Code of Practice)

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. At Castle Donington College, the identification of SEN is an integral part of the overall approach to monitoring the progress and development of all pupils.

Assessment on Entry

The College will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Close liaison takes place with relevant staff from primary schools prior to entry in Year 7. Where a pupil has achieved a KS2 SAT Standardised Score of 84 or below, they be placed on the SEND register for monitoring. A series of cognitive tests and assessments may be used for further clarity and to help identify specific barriers to learning and need.

The College will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Teacher Identification and Referral

All teachers are teachers of pupils with Special Educational Needs. Quality first teaching is an expectation of all teaching staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

A pupil not making adequate progress and who may be referred, might demonstrate:

- Progress that is significantly slower than that of their peers, starting from the same baseline
- Progress that fails to match or better their previous rate of progress
- Progress that fails to close the attainment gap between them and their peers
- A widening of the attainment gap

- Presentation of persistent emotional social and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the College

When a subject teacher feels they cannot meet a pupil's learning needs, they will refer the pupil to the SENCO, providing evidence of the strategies used as well as relevant progress and attainment information.

Specialist Assessments

For higher levels of need, the College may draw on more specialised assessment and advice from external agencies and professionals such as the Specialist Teaching Service, Occupational Therapy, Educational Psychology Services, Speech and Language, Autism Outreach Service.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record in Go4Schools and made available to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Stage 2: Plan

Provision for pupils with Special Educational Needs is a matter for the College as a whole. Following a referral, the subject teacher and SENCo decide the most appropriate provision by considering all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENCO will agree, in consultation with the parent/carer and the pupil:

1. Any adjustments, interventions and support to be put in place
2. The expected impact on progress, development or behaviour
3. A clear date for review and meeting
4. To place the child on the SEN register

Parents will be made be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

In addition, the SENCo will:

1. Ensure all teachers and support staff who work with the pupil are made aware of their needs, the desired outcomes, the support provided and any teaching strategies or approaches that are required.
2. Record all the information on SiMS / Go4Schools.

Stage 3: Do

When a subject teacher, member of the pastoral team or the SENCo identifies a pupil with Special Educational Needs, they should provide appropriate interventions and/or support that are additional to or different from those provided as part of the College's usual differentiated curriculum and strategies.

The College will make every effort to achieve maximum integration and inclusion of pupils with Special Educational Needs and their peers, whilst meeting their individual needs. Examples of additional / different support includes:

- individual interventions to raise attainment in literacy/numeracy skills
- small group interventions for example, Rising Stars Reading Scheme
- specialist resources, for example, dyslexia friendly texts
- classroom support to increase curriculum access and pupil achievement
- differentiated provision within a classroom setting
- counselling as part of our pastoral responsibilities
- peer mentoring
- provision of a range of clubs and activities to support social and emotional needs
- Educational visits and enrichment opportunities
- Adherence to the Equal Opportunities policy
- Adherence to the Anti-bullying policy
- Clear guidelines on behaviour as set out in the Behaviour Policy
- Assessing for formal access arrangements for pupils at Key Stage 4.

Castle Donington College will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The College recognises that these duties are anticipatory and thought will be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Castle Donington recognises its wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations with all members of its community.

Stage 4: Review

Castle Donington College makes regular communication with parents regarding their child's progress, in the form of:

- an annual Report with written feedback from all subject areas
- at least three Progress Reports
- day to day monitoring of attendance , behaviour and progress through the Go4Schools App.
- An annual Parent's Evening
- Meetings with the SENCo (by appointment)

Where a pupil is receiving SEN support, the College will communicate with parents regularly as part of the ongoing monitoring/ review process. The purpose of regular communication is to build confidence in the actions taken by the College, strengthen the impact of SEN support by increasing parental engagement and listen to feedback regarding the approaches and teaching strategies that are being used. Regular communication with parents will also provide essential information on the impact of support outside school and any changes in the pupil's needs. Parents and carers will be invited to review the effectiveness of the support and interventions and their impact on their child's progress at an Annual Review Meeting (see below).

Where a pupil has an EHC plan, Leicestershire Local Authority will review that plan, as a minimum, every twelve months. Castle Donington College will co-operate with the local authority in the review process and including convening and holding Annual Review Meetings.

This Annual Review ensures that the parents, the pupil, the Local Authority, the College staff and all the professionals involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP.

The Annual Review meeting should involve the agencies that play a major role in the young person's life both within and beyond College.

The Local Authority must complete the review process within the appropriate timescale.

Annual Review Meetings

Annual Review meetings will provide an opportunity for the parent and pupil to share their concerns and, together with the SENCO, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the pupil will, where possible, be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. At castle Donington College we encourage pupils to be fully involved and their voice is heard.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate College staff and with the pupil's parents. SIMs and Go4Schools will be updated accordingly.

Educational Health Care Plans (EHCP)

For a small number of pupils, the support given by the College through SEND support may not be sufficient to enable the pupil to make adequate progress. A child's parents, young people and the College can request a needs assessment for an EHC plan if they believe they have or may have SEN.

The College, in consultation with parents and any external agencies already involved, will consider whether to ask the Local Authority to initiate a needs assessment for top up funding through a Support Plan or for an EHCP. Any request must adhere to the Local Authority criteria (from April 2018). The College will adhere to all statutory duties regarding EHC plans. (SEN Code of Practice 0-25 May 2015/ April 2020)

The SEND Register

This is a fluid, formal record of all pupils in Castle Donington College who have been identified as having a special educational need, are being monitored for possible additional support or have an EHCP

The SENCo, with the Principal will decide who is put on or taken off the College SEND Register. The following codes are used on the SEN Register

- Pupils who have an Education, Health and Care Plan, **EHCP**, are identified by the code 'E' in SiMS, Go4Schools and the College SEND Register
- Pupils receiving SEND provision, **SEND Support** are identified by a 'K' code in SiMS, Go4Schools and the College SEND Register.
- Castle Donington College have an additional category on the SEND register for pupils who are being closely monitored, **Monitoring**. These pupils are identified by the code 'M' in SiMS, Go4Schools and the College SEND Register.

The SENCo and Data Manager are responsible for maintaining and updating the College's SEND Register. Pupils on the SEND Register will be tracked and monitored using assessment data and feedback from curriculum teachers at least three times a year.

A review of the SEN Register will take place at least once a year. Whole school data captures take place regularly. At these points, the SEN Register is checked and changes may be made. Pupils can be re-assessed, removed, assigned or have their SEN status changed on the SEN register. Parents are notified of any changes by letter/email, telephone and/or a meeting. If parents have any concerns, there are opportunities to discuss these with the SENCo and review the decision.

Transition Points

The College provides support to all pupils, including those with SEN, at important times of transition including from class to class, across key stages, from primary to secondary school and from secondary school to Post 16 destinations. With high aspirations, and the right support, the vast majority of young people with SEN can go on to achieve successful long-term outcomes in adult life. Castle Donington College works to help SEN pupils to realise their ambitions in relation to:

- support into Post-16 education and/or employment – including exploring different options, such as apprenticeships.
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

From Year 9 onwards, high aspirations about employment, independent living and community participation is delivered through the curriculum and will be an explicit element of the conversations with pupils and their families at the Annual Review Meeting. Discussions of this nature will focus on the pupil's future; what they want to achieve and the best way to support them to achieve. Considering the right Post16 option is part of this planning.

For all pupils in or beyond Year 9 with EHC plans, the Local Authority has a legal duty to include provision to assist in preparing for adulthood as part of the EHCP review.

Access Arrangements

Teachers identify pupils they judge to need access arrangements based on their normal way of working in lessons. For example, extended time on a task. An external assessor is used to test for KS4 examination concessions. The SENCo works closely with the Examinations Officer to submit evidence to the JCQ who will formally approve concessions for GCSE examinations. These concessions must then become the pupils' Normal Way of Working (NWW). Parents are fully informed of this process and outcomes- what concession their child has been awarded.

Supporting Pupils with Medical Needs

The Children and Families Act 2014 places a duty on the College to make arrangements to support pupils with medical conditions. At castle Donington College, Individual Healthcare Plans will specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way.

The College will have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

Training

Staff training needs are identified and met through the Colleges' Professional Development programme. This includes at least, one whole staff training session every five weeks, led by the SENCo. Specialised Training is available on request or as identified.

All teachers and support staff undertake an Induction Programme, on appointment to the College. A focused meeting with the SENCo is a key element of the induction process. This is to ensure that new staff understand the systems and structures for SEND provision and the needs of individual pupils in the College.

The SENCO regularly attends local SENCo Network meetings and an annual SENCo conference in order to keep up to date with local and national updates in SEND. In addition, the SENCO will maintain strong links with primary and secondary school SENCos to develop and share good practice.

Roles and responsibilities

Special Needs Coordinator (SENCo)

Castle Donington College will ensure that the SENCo is a qualified Teacher working at the school and they will complete a post graduate, accredited course to achieve the National Award in Special Educational Needs Coordination, within three years of appointment

The main role and responsibilities of the SENCO are to:

- work with the Principal and the Governing board in determining the strategic development of SEN policy and provision in the College
- have day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- provides professional guidance to colleagues and work closely with staff, parents and other agencies
- be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- advise on the Graduated Approach to providing SEN support
- advise on the deployment of the College's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- 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 Principal and Governors to ensure that the College meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the College keeps the records of all pupils with SEN up to date

College Leaders will ensure that the SENCo has sufficient time and resources to carry out these functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

The Governing Board

The Governing Board will use its best efforts to ensure the best possible provision for Special Educational Needs at Castle Donington College. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly.

The relevant committee will ensure College Leaders report regularly on the effectiveness of provision and any amendments made or proposed to the SEND Policy throughout the year.

The relevant Committee regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teaching Staff

Special educational provision is underpinned by high quality teaching and all teachers are teachers of SEN. Each member of teaching staff is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants / Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to access and study the full curriculum
- Ensuring they follow this SEN policy
- Participate and engage fully with training

Storing and Managing Information

All SEN information is stored securely in line with the College's Data Protection Policy and General Data Protection Regulation. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

Dealing with Complaints

Complaints about SEN provision in the College should be made to the Principal. Please refer to the College's Complaints Policy, on the College website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the College has discriminated against their children. Parents can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Reviewing the Policy

The SEND policy will be reviewed annually. Additional changes may be made mid cycle to take account of educational changes for the provision of SEND pupils. The Governing Board will approve this policy.

Links with other policies and documents

This policy links to the following College policies which can be found on our website. If you have difficulty locating a particular policy, please contact the College.

- Accessibility Plan
- Behaviour Policy
- Equality Duty and Objectives
- Supporting Pupils with Medical needs Policy
- Anti-bullying Policy
- Associated Examination Policies
- Admissions Policy