



# SEND Policy

<b>Approved by:</b>	The IEB		
<b>Responsible department:</b>	Leadership team		
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This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at school.

At school we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils.

This policy recognises that some pupils need more support to achieve this vision and we work as a team to ensure all pupils are part of our inclusive community. In order to do this many steps are taken to support them through their learning journey.

School Strives hard to ensure all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs.
- Can learn and make progress according to their individual developmental trends.
- Are assessed using appropriate assessment tools and guidelines.
- Have equal access to resources, provision and interventions as needed.

### **Legislation and Guidance**

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2015 and should be read in conjunction with the following guidance, information and policies:

- Equality Act (2010)
- SEND Code of Practice 0-25 (2015)
- The school's SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)
- Equality Policy
- Accessibility Plan
- Safeguarding Policy
- Teaching Standards 2013

This policy was created by the SENCO and Head teacher, SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND – in line with co-producing policy in the spirit of current reform.

School is clear that every teacher is a teacher of every child including those with SEND.

### **Contacts:**

**Special Educational Needs Coordinator (SENCo): Miss Lisa Higginson, who can be contacted at school on 01484 842154 or by email [office.nields@kirkleeseducation.uk](mailto:office.nields@kirkleeseducation.uk)**

### **SENDCo role:**

To work closely with all staff in school, parents, outside agencies and colleagues from the wider community. We have the responsibility alongside the Head Teacher of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs and children with medical needs. Support is available through:

- ensuring all staff at school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN.
- advising and supporting each other.
- ensuring parents are closely involved throughout and that their insights inform action taken at school, and
- liaising with professionals or agencies

## **Definition of special educational needs**

In this policy 'special educational needs' (SEN) refers to learning, emotional or social difficulties that require special educational provision.

## **Aims**

We are determined to provide a high quality, appropriate education for all pupils at our school so they:

- Achieve their best,
- Become confident individuals,
- Access a wide and balanced curriculum, differentiated where appropriate,
- Make a successful transition to their next phase of education.

How we are going to do this?

- Provide a safe and happy environment which nurtures curiosity and self-worth.
- To work within the guidelines of the SEND Code of Practice (2015).
- To provide an appropriately qualified SENCO who can ensure that the SEND Policy is put into practice.
- To identify and provide for pupils who have special educational and additional needs.
- To provide support, advice and training for all staff and form strong partnerships with other agencies and schools.

## **Intent**

At school, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out the classroom.

Through our high-quality planning, teaching and provision we:

- Pride ourselves on early identification and interventions for SEND to ensure that progress and opportunities are maximised.
- Ensure all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach. Make adaptations to provision where needed, to ensure they are able to achieve short term targets and longer-term outcomes.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers and build trusting relationships.
- Work in close partnership with The Early Years Unit to ensure early identification of any SEND needs.
- Our SENCO works closely with external agencies and other professional to develop our provision for children with SEND.
- Ensure the SEND budget is used appropriately to fund high-quality resources and support for children with SEND.

## **Identification of Special Educational Needs**

The SEN Code of Practice (2015) identifies four broad categories of need.

### **Communication and Interaction**

- Children with speech and language communication needs
- Children with ASD (Autism Spectrum Disorder)

### **Cognition and Learning**

- Children that require support for learning difficulties and may learn at a slower pace than their peers even with appropriate differentiation
- Children with a Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia and dyspraxia
- Children with Moderate Learning Difficulties (MLD)
- Children with Severe Learning Difficulties (SLD)

### **Social, Emotional and Mental Learning Difficulties**

- Children experiencing a wide range of social and emotional difficulties that may display as challenging, disruptive or disturbing behaviours
- Children that become withdrawn or isolated
- Children that display behaviours that reflect underlying mental health difficulties such as anxiety or depression
- Children with disorders such as attention deficient hyperactive disorder (ADHD)

### **Sensory and/or Physical Needs**

- Children that require provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- Children with a visual impairment (VI) or hearing impairment (HI)
- Children with a multi-sensory impairment (MSI)
- Children with a physical disability (PD)

In deciding whether to make special education provision to support children with educational, social, emotional or physical needs we:

- Work in partnership with parents and carers
- Consult with relevant outside agencies
- Use assessment tools and materials
- Identification during Welfare Meetings

Once a child's needs have been identified the Class Teacher and SENCo with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

Children and young people are identified as having SEND if they do not make adequate progress through Inclusive High- Quality teaching.

In our school Inclusive High- Quality Teaching means:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

At school all teaching staff and support staff, effectively communicate to identify the needs of children at the earliest point and then make effective provision improving long-term outcomes for the child.

Children who are not making expected progress are picked up through termly Pupil Progress Review meetings with the class teacher and leaders. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

## A Graduated Approach to SEND Support

Our SEND support takes the form of a four-part cycle (Assess-Plan-Do-Review) through which earlier actions are revisited, refined and revised with a growing understanding of pupils needs and of what supports the pupils in making good progress and securing good outcomes.

This is known as the **Graduated Approach**

## ASSESS – PLAN - DO - REVIEW CYCLE

### Assess

In identifying a child as needing SEN support, school staff will work alongside the SENCO and the child's parents and will have carry out an analysis of the child's needs.



### Plan

The class teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will where possible take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child.

### Do

The class teacher remains responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of SEN support.

### Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date set. The impact and quality of the support will be evaluated by the class teacher and when necessary, the SENCO working with the child's parents, they will agree any changes to the outcomes and support for the child in light of the child's progress and development.

Children who are not making expected progress are picked up through termly Pupil Progress Review meetings with the class teacher and headteacher.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

## Early Identification

The SENCO works closely with the Early Years Foundation Stage (EYFS) teachers to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENCo may do an observation or seek advice from external agencies.

## Provision

Individual Education Plan (IEP)

For those children who require intervention or different provision in class. Class teachers with support from SENDCo will create an IEP, which states all provision in place for groups or individual children. This normally includes support or interventions, which are above those expected through Inclusive High- Quality Teaching.

The IEP's are developed in partnership with teaching assistants to clearly state:

Individual targets

- What and how support and provision will be provided?
- Who will provide support/provision?
- Language scripts (if needed)
- What success will success look like?
- Termly Review of success or learning challenges

This normally includes interventions, which are above those expected through Inclusive High-Quality Teaching.

IEP's maps are reviewed internally on a termly cycle.

The class teacher will share the IEP with parents, and a copy of the IEP will be provided for parents. The information will be shared with the SENCo.

### My Support Plan (MSP)

For children with complex or various needs a My Support Plan (MSP) may be required.

A Support Plan document describes:

- The child's and parent/carers views and aspirations
- The child's special educational needs
- The child's health or social care needs relating to the child's special educational needs
- Outcomes and Provision
- Review Section

The Support Plan will be created and reviewed by the class teacher and SENCo alongside the views and advice from parents/carers and the child (when appropriate)

The Support Plan will be shared with parents by the class teacher and SENCo.

### Education, Health Care Plan (EHCP)

An Education, Health and Care Plan (EHCP) is a document which replaces the Statement of SEN. The plan is a legal document written by the local authority.

EHCPs are only for children who need a high level of support/have complex needs.

It may be appropriate to request an Education, Health and Care needs assessment if a child has not made progress, despite relevant and purposeful action to identify, assess and meet the SEN of the child having taken place. This is decided by the SENCo and the head teacher.

To inform its decision, the local authority will expect to see evidence of the action taken by school as part of SEN support. Advice from outside agencies must support an application for an Education, Health Care Plan.

If a child has an Education, Health Care Plan, an annual review meeting will be held where parents, school staff and any appropriate outside agencies meet to discuss the child's progress in the past year and decide whether the outcomes on the EHCP are still appropriate. This is sent to the local authority to be reviewed.

Guidance on the local authority and the thresholds required for statutory assessment can be found here:

<https://www.kirklees.gov.uk/beta/special-education/ehc-plans.aspx>

## **Roles and Responsibilities**

The SENCo is responsible for:

- Overseeing the day-to-day procedures of our SEN policy.
- Co-ordinating provision for children with SEN.
- Co-ordinating the process to identify and meet the SEN needs of children.
- Advising on the graduated approach to provide SEN support.
- Communicating with parents.
- Liaising with educational, health and social care professionals.
- Being a key point of contact with external agencies for example the local authority.
- Working closely with the head teacher.
- Reporting annually/termly as directed by head teacher to governors.
- Advising on the deployment of the school's budget and other resources to meet the children's needs.
- Co-ordinating transition between educational settings to ensure a smooth, planned transition with the child and parents clearly informed at all stages.

The teachers are responsible for:

- Ensuring implementation of procedures stated in the schools SEN policy.
- Ensuring early identification of SEN or barriers to learning.
- Consultation with SENCo when appropriate.
- Implement provision for children with SEN.
- Meeting the needs of children with SEN through the graduated approach.
- Planning, writing and reviewing Individual Education Plans (IEP's) for children identified with SEN.
- Informing and involving parents with provision and progress.
- Ensure agreed schedules and practices are met.
- Regularly assess, monitor and review children's progress.
- Communicate and work closely with teaching assistants who may implement SEN provision
- Ensure provision for children with SEN is recorded accurately and kept up to date.

## **Supporting Social, Emotional and Mental Health Needs (SEMH)**

We aim in building the strong emotional foundations that all children need in order to thrive and be mentally healthy: developing the essential life skills that promote children's ability to cope, resolve conflict, and manage their thoughts, feelings, behaviour and their friendships.

Supporting children emotionally happens through Inclusive High- Quality Teaching in the classroom to ensure children learn to:

- identify and manage their feelings and their behaviour
- manage relationships
- handle and overcome difficulties
- make good decisions
- build resilience
- think positively about themselves and how they perceive the world around them.

For children who have significant SEMH needs termly meetings with the class teacher, teaching assistants and SENCo are held to discuss current strategies and provision and new provisions are decided.



## **Learning Mentor**

At school our Learning Mentor is Miss Esther Broadbent.

Miss Broadbent works with children to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and sometimes small group work.

In school Miss Broadbent supports children to develop coping strategies, enhance motivation and raise their aspirations and encourage them to re-engage in learning. To work effectively, our learning mentor takes into account the range of complex issues that usually lay behind problems with learning and achievement (eg. Bereavement, lack of confidence/low self-esteem, low aspiration, mental health issues, relationship difficulties, bullying, family issues/concerns).

Our Learning Mentor ensures they:

- offer a sympathetic ear to children with a range of behavioural, emotional and learning difficulties.
- develop plans of action to help children overcome barriers to achieving their full potential
- liaise with parent and carers.
- work closely with Class Teachers and SENCo.

## **Provision provided to meet pupils with SEN needs**

The changes within the SEND Code of Practice identify a single category of SEN SUPPORT. Within this category there is the graduated response approach at school which is identified as waves of intervention:

**Wave 1:** Access to High Quality teaching

**Wave 2:** Individual Education Plan will be created which identifies initial concerns and the pupil is closely monitored, with interventions.

**Wave 3:** If little progress is made at Wave 2, after discussion with the parent, the child may be placed on a My Support Plan; this will be created, allowing for long term and short-term targets to be made.

Where pupils are identified as having SEN, the school provides for these with additional needs in a variety of ways:

- in class support for small groups with a teaching assistant
- small group support outside the classroom (when necessary)
- individual class support
- personalised individual times tables, behaviour plans or risk assessments
- Wave 2 interventions- Individual Education Plan (IEP)
- Wave 3 interventions- My Support Plan (MSP)
- Range of strategies and interventions from outside agencies (e.g. educational psychologist, speech and language therapist (SALT), SEMH Provision, CCI Provision Team).

## **Outside agencies and specialist services**

Parental consent is always sought before referrals are made. Advice and resources from professionals are communicated to all staff working with the child and to parents.

The SENCo attends an Additional Needs Partnership Meeting (ANP) each term, this meeting is with the Educational Psychologist and other SENCo's in the local area, individual children may be discussed anonymously to provide school with advice for on how best to support the child. Consent forms are completed by parents.

### **Parent School Partnership**

Good communication between home and school is key to effective support so teachers and parents or carers need to talk regularly.

If the school places a child on the SEN register, the class teacher will meet with parents to discuss the child's needs, the provision being planned and how parents can support their child's learning.

At the parent/teacher meetings the class teacher will discuss with parents progress being made. For children on Educational Health Care Plans there are additional meetings with professionals from external services.

For children who have an Educational Health Care Plans there is an Annual Review at which all professionals involved meeting with parents to review progress. Information is gathered in the form of work, records, progress reports and observations and shared with all parties. At the Annual

Review we review the Educational Health Care Plan, assess actions and targets to see if they have been met and decide on new targets for the year ahead.

However, the school strongly encourages parents to discuss their child's progress with any member of staff at any point. Parents do not have to wait for the occasions listed above to talk about their children.

### **Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support.

The SENCo, class teacher and parents of a child may decide to remove the child from SEN register at the end of each monitoring cycle. Their rate of progress should have improved and the attainment gap between the child and their peers should have reduced.

We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

### **Admissions Arrangements for Disabled Pupils**

The Head teacher is responsible for implementing admission arrangements in line with the Local Authority arrangements. At school we acknowledge full responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The school's admission policy adheres to current legislation. Consultations for any pupils with an EHCP are made through the EHCP Hub, SENACT and the SENCo.

School follows the policy laid down by the Local Authority. We are always pleased to meet new parents in person and show them around. Please telephone the school to make arrangements or write or call in – ask for Miss Higginson our SENCO who will be happy to meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. We can also advise you on the application process if needed.

However, please be aware that all admissions are coordinated through the Local Authority. As far as possible, Kirklees' Admissions Team will try to meet parental preferences for schools but it is not always possible to do so. Places in schools are limited by the physical space in the school.

## **Arrangements for the Admission of Pupils with Disabilities**

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### **Facilities Provided to Help Disabled Pupils to Access the School**

Our school building was constructed over 100 years ago. As such the original building has needed to be adapted to provide ease of access for disabled pupils and adults.

At differing points in time, it may be that we need to consult fully with the Local Authority, health professionals, families and children to ensure that all necessary adaptations are made, so that any disabled child can have full access to the school and can participate fully in the school curriculum including extracurricular activities.

Miss Higginson, as SENCo, would be instrumental in such collaborative work.

In summary adaptations/facilities currently in place include:

- Doorways of sufficient width
- Appropriate disabled toilet facilities
- Disabled parking in main car park
- Carpeted classrooms to aid hearing impaired children

### **Early Years**

Our SENCo works closely with the Early Years Team. All children are assessed on entry. Any children that have any barriers to understanding can be supported and individual target support planned.

Some children can be identified as having additional needs within The Early Years Foundation Stage (birth to 5 years). It may be clearly evident what the child's primary need is; however, for the majority of children it takes time for the primary need to be established through ongoing observation and assessment.

There is a consistent approach to the graduated approach throughout school.

The SENCo can apply for additional funding (SENDIF) to support children with SEND needs in Early Years.

### **Supporting Pupils and Families**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN.

Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

We work in partnership with parents by:

- Termly meetings (with class teacher and/or SENCo)
- Annual Reports
- Pass advice and reports from outside agencies
- Telephone calls
- Provide an 'open door' approach so that parents feel confident to share their thoughts and concerns
- SENCO contact (when appropriate)
- SEN Parent Forums

We work in partnership with pupils by:

- Involving pupils to review their progress and targets when appropriate
- Involving pupils in annual reviews (EHCP)
- Explaining targets
- Regular informal chats with a trusted adult

### **Kirklees Local Offer**

The Kirklees Local Offer brings together in one place information about the help and services (health, education and social care) in Kirklees for children and young people with SEND and their families. For more information please visit: <https://www.kirkleeslocaloffer.org.uk/>

### **Supporting Pupils at School with Medical Conditions**

At school, we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

### **Monitoring and Evaluation of SEND**

SEN review meetings are held on a termly basis with class teacher and SENDCO. At the review meeting the pupil's progress towards achieving the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to SEN Support Plan targets?
- What progress has the pupil made towards meeting the overall objectives set out in the Provision Maps, IEP's, My Support Plan, and EHCP
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?
- What progress has the pupil made over the past year, especially in relation to each SEN target?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

The SENCo provides Governors with SEN report on an annual basis.

### **Funding for SEN**

A proportion of the school budget is used to support pupils with SEN and disabilities.

This is allocated in various ways:

- Non-contact time for SENCo
- Teaching assistants (including 1:1 support)
- Support from outside agencies
- Educational Psychologist package
- Training for staff
- Resources

Staff are encouraged to undertake training; the SENCo will liaise with SLT about any training that may need to take place. Training is offered through a range of in-house training and external training courses.

### **Complaints**

**Stage 1:** Talk to your child's class teacher – you may need to make an appointment. The school believes that a face-to-face discussion with the class teacher will address most worries and concerns. You can bring along a friend or relative to the meeting if you want to. The class teacher will listen carefully and take time to understand what you feel was the cause of the concern.

**Stage 2:** If you are not satisfied with the teacher's response the next step is to discuss the concern with the SENCo or headteacher.

**Stage 3:** If you are still unhappy contact the chair of the governing body.

### **Storing and Managing Information**

All documents and information relating to a child's SEN or disability are kept up to date and stored in files in a locked cabinet in school or on the school's online system.

This information may include school provision documents (IEP's, MSP's), parent letters or outside agency (SALT reports, assessments, referrals)

The school manages data in line with the requirements of the Data Protection Act (2018)

## Resources

### Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

<b>Element 1 Core Educational Funding</b>	Mainstream per pupil funding (AWPU)
<b>Element 2 Schools Block Funding</b>	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
<b>Element 3 High Needs Top Up</b>	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

## Workforce Development

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND

Each Term the SENDCO will attend Additional Needs Partnerships (ANP):

The ANP is a solution focussed meeting involving professionals with experience in Special Educational Needs (SEN) (these are school Special Educational Needs Coordinators (SENCO's), Educational Psychologists, and sometimes Head Teachers). The aims of the meetings are to help schools to provide effective support for the additional needs of children.

- As an outcome of the ANP meeting we may develop an action plan with targets. If this is the case then school will share that with you before it is implemented.
- Sometimes the consultation at the ANP may be all that is required.
- However, if it is felt that further involvement from outside agencies may be needed to help give more in-depth advice, then additional permission for this to happen will be sought from you.

## Roles and Responsibilities

The school employs support staff. They carry out a range of roles across the school support in class, interventions, phonic groups, enrichment, are lunchtime supervisors and are line managed by the head teacher. They work closely with the class teachers who oversee their work and plan with them.

The Designated Teacher for Safeguarding is Jenni Wyrill.

The member of staff responsible for Looked After Children is Lisa Higginson.

The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are First Aid Trained Staff, headteacher and SENDCo.

## Storing and Managing Information

All documents relating to children on the SEN Register are stored in a locked cabinet in school.

## Bullying

At school, we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils with SEND. We do this by implementing a behaviour policy which creates a safe and secure environment for everyone to learn and work in. Our policy is clear that bullying is regarded as unacceptable and recognises that all members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.