Southdale
C of E Junior school
Shining like stars in the universe

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C of E
Junior School

Special Educational Needs and Disability Policy

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Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

Ensure our school fully implements national legislation and guidance regarding pupils with SEND.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Communicate with and involve pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.

Make sure the SEND policy is understood and implemented consistently by all staff in

addition, the SEND policy sets out how our school will:

Support and make provision for pupils with special educational needs and disabilities.

Enable pupils with SEND to access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.

Help pupils with SEND fulfil their aspirations and achieve their best.

Help pupils with send become confident individuals living fulfilling lives.

Communicate with pupils with SEND, and their parents/carers and involve them in discussions and decisions about support and provision for the pupil.

Vision and Values

Our overall aim at Southdale is that *every* member of our Southdale family shines like stars in the universe – this is the 'Southdale Sparkle'. We aim to provide an outstanding education for all children, including high quality teaching and learning for all pupils at all stages of their learning. We believe in 'excellence for all' and are committed to making sure all of our pupils have the chance to thrive by supporting them to reach their full potential.

We have a vision of 'supporting to, not protecting from' for all learners but particularly those with SEND. This means that pupils with SEND are not 'protected' from aspects of the curriculum that they find challenging but, rather, are supported by staff to access each and every lesson, through removing barriers and providing scaffolds. This is because we believe that pupils with SEND are entitled to the full curriculum alongside their peers and make the best progress (socially and academically) when afforded this. Every effort is made to ensure their learning takes place in the classroom as, with appropriate adaptations, this is where pupils learn best and ensures they do not miss important content. This also enables pupils to create and maintain vital peer relationships. We are focussed on creating an inclusive environment within the class where provision is tailored to the needs and abilities of pupils, no matter how varied.

We thoroughly prioritise reading for all our learners as we know this is a vital skill across the entire curriculum. Where pupils have not yet mastered phonics, they are delivered an intensive and rigorous programme of phonics and reading to ensure rapid progress. Further information on how we achieve our vision is provided within this policy.

Legislation and Guidance

This policy has been prepared with reference to the statutory Special Educational Needs and Disability (SEND) Code of Practice and the legislation and guidance listed below. The school will keep this policy under review when legislation or statutory guidance changes:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the special educational needs (SEN) information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Keeping Children Safe in Education (KCSIE), current edition, which sets out statutory safeguarding guidance for schools and colleges.

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, current edition, as relevant to accessible curriculum delivery and safeguarding.

The current Ofsted school inspection toolkit and associated inspection guidance, as a framework for evaluating the quality and impact of provision. Inspection guidance is not a substitute for statutory duties.

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

5.1 Special educational needs

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or

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

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

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Area of Need	
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia Moderate learning difficulties Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: Mental health difficulties such as anxiety, depression or an eating disorder Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: A sensory impairment such as vision impairment, hearing impairment or multisensory impairment A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

The SENDCO

The SENDCO at our school is Mrs Helliwell.

(l.helliwell@southdale.wakefield.sch.uk)

The SENCO will have sufficient time, resources and senior leadership support to carry out the role effectively. The school will verify that the SENCO's qualification satisfies the requirements applicable to the role.

They will:

Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.

Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.

Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Make sure the school keeps its records of all pupils with SEND up to date and accurate.

With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.

Do all it can to make sure that every pupil with SEND gets the support they need.

Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.

Inform parents when the school is making special educational provision for their child.

Make sure that the school has arrangements in place to support any pupils with medical conditions.

Provide access to a broad and balanced curriculum.

Have a clear approach to identifying and responding to SEND.

Provide an annual report for parents on their child's progress.

Record accurately and keep up to date the provision made for pupils with SEND.

Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

Determine their approach to using their resources to support the progress of pupils with SEND.

6.3 The SEND link governor

The SEND link governor is Tom Hellam (t.hellam@southdale.wakefield.sch.uk).

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 Headteacher

The headteacher will:

Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.

Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.

Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.

Make sure that the SENDCO has enough time to carry out their duties.

Have an overview of the needs of the current cohort of pupils on the SEND register.

Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.

With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development with the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class Teachers

Each class teacher is responsible for:

Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision

Ensuring they follow this SEND policy and the SEN information report Communicating

with parents regularly to:

Set clear outcomes and review progress towards them

Discuss the activities and support that will help achieve the set outcomes

Identify the responsibilities of the parent, the pupil and the school

Listen to the parents' concerns and agree their aspirations for the pupil

6.6. Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

Invited to termly meetings to review the provision that is in place for their child

Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Attending review meetings

Giving feedback on the effectiveness of interventions

The pupil's views will be taken in making decisions that affect them, whenever possible.

SEND Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

The SEN information report will be checked against the prescribed matters in Schedule 1 of the Special Educational Needs and Disability Regulations 2014, including identification and assessment, provision and curriculum access, staff expertise, specialist services, consultation with pupils and parents, transition, complaints, admissions and accessibility. The report will be updated annually and when material changes occur.

Our approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better their previous rate of progress

Fails to close the attainment gap between them and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will speak to parents and target the pupil's area of weakness with adaptive, high-quality teaching. If

progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as attendance or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In school assessments and observations can and will be carried out (in consultation with parents) in deciding whether a pupil has a special educational need.

If a pupil is joining the school, and:

their previous setting has already identified that they have SEN

they are known to external agencies

they have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and Involving Pupils and Parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil, where appropriate, and their parents. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We consider any concerns the parents have

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 on CPOMs. We will formally notify parents if it is decided that a pupil will receive special educational provision. Where a pupil has a Learner Profile, parents will be invited to contribute to these and they will be sent home.

8.3 The Graduated Approach to SEND Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention or adaptive teaching.

Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a Learner profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. Learner Profiles are reviewed formally termly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The views of the parents and pupils

The level of progress the pupil has made towards their outcomes

The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K. All pupils on the SEND register have a 'Learner profile' plan. My Support Plan

Where a pupil is not making progress with a 'Learner Profile', a My Support Plan (MSP) may be completed. The MSP is a coordinated approach, with external specialists, to provide extra support to children who need it. It has been developed in Wakefield to ensure that all children who need help have a coordinated plan of support. Parents and children (where appropriate) will be asked to contribute to discuss what is working and what could be improved if resources were organised differently.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. Funding for pupils with EHC plans will be provided in accordance with the applicable local and national funding arrangements. The precise allocation will depend on the child's plan, assessed needs and the relevant funding rules.

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

Tracking pupils' progress, including the use of RWI phonics assessments and maths fundamental priority assessments

Carrying out the review stage of the graduated approach in every cycle of SEN support

Using pupil questionnaires

Monitoring by the SENDCO

Holding annual reviews for pupils with EHC plans

Getting feedback from the pupil and their parents

Expertise and Training of Staff

The SENDCO has completed the NASENCo. The school will verify and record that the qualification meets the requirements applicable to the SENCO. The SENDCO also regularly updates her training through the local authority offer. The SENDCO is also in regular discussion with SENDIASS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service) to keep her expertise up-to-date.

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that from time to time, it may need external specialist support to help it meet the need of pupils. Whenever necessary the school will work with external support services such as:

Speech and language therapists

Specialist teachers or support services

Educational psychologists

Occupational therapists or physiotherapists

General practitioners or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

As a school, Southdale

- Considers applications from parents of children who have special educational needs or disability (SEND) but do not have an Education, Health and Care Plan (EHCP) on the basis of the published admissions criteria as part of the normal admissions procedures;
- Does not refuse to admit a child who has SEND but does not have an EHC Plan because they do not feel able to cater for those needs
- Does not refuse to admit a child on the grounds that they do not have an EHC Plan
- Does not discriminate against any child or young person who has a SEN or disability and makes reasonable adjustments as set out in the Equalities Act (2010) so that they can be admitted to the school where they do not have an EHC Plan.

Children with an Education, Health and Care Plan (EHCP) are dealt with under a different mechanism. Where a maintained school or academy is named in a child's EHC plan, the school will comply with the applicable statutory duty to admit the child. References in this policy to the former statementing process have been replaced by current EHC plan terminology. Any child with an EHC Plan who is admitted to a mainstream school will be counted against the school's admission number.

Accessibility arrangements

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Southdale Junior School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children

matter. Southdale Junior School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our School strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics; age

disability

gender reassignment

marriage and civil partnership

pregnancy and maternity

race religion or belief sex

sexual orientation.

Our accessibility plans are designed to:

- Ensure the curriculum is constantly evolving and meetings the needs of all pupils.
- Improve, where possible the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils
- Ensure disabled children or families are not at substantial disadvantage.

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

The school supports any available partnerships to develop and implement the plan including SENDIASS (Wakefield Inclusion and SEND Support Service) and SENART (Special Education Needs Assessment and Review Team).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. Southdale's full accessibility plan can be found on the school website:
https://southdalecofe.co.uk/wp-content/uploads/2024/10/Acessibility-plan-2024-1.pdf

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. Where this does not reach a satisfactory resolution, the parent should raise their concerns with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy www.southdalecofe.co.uk/wp-content/uploads/2023/06/Complaint-procedure-2023.pdf.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Parents can contact WESAIL (https://www.family-action.org.uk/what-we-do/childrenfamilies/wesail/) for support and mediation advice.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

All staff's awareness of pupils with SEND at the start of the autumn term

How early pupils are identified as having SEND

Pupils' progress and attainment once they have been identified as having SEND

Whether pupils with SEND feel safe, valued and included in the school community

Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

SEN information report

Administration of Medicines Policy

Communication Policy

Accessibility plan

Behaviour policy

Equality information and objectives

School admissions policy

Safeguarding / child protection policy

Complaints policy

Southdale policies can be found at: https://southdalecofe.co.uk/policies/