

HIGH WYCOMBE CHURCH OF ENGLAND SCHOOL



POLICY:	SPECIAL EDUCATIONAL NEEDS POLICY
COMMITTEE:	CURRICULUM
MEMBER OF STAFF RESPONSIBLE:	MR R SMITH
GOVERNOR RESPONSIBLE:	MR N GEORGE
WRITTEN BY AND DATE:	MRS C HAWKINS JULY 2016
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2015 and DfE SEND review: right support, right place, right time, 2023)**

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HIGH WYCOMBE CHURCH OF ENGLAND SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

‘Be Strong and Courageous’

SECTION 1: LEGISLATION AND GUIDANCE

The Children and Families Act 2014 requires the governing bodies of maintained schools, nursery schools and the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the draft SEND (Information) Regulations, Clause 65 and reflects information required for the Local Offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years DfE 2015) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.*

(DfE Code of Practice, 2015, P15-16)

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “*a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities*”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

COMPLIANCE

This policy complies with the statutory requirement laid out in the DfE SEND Code of Practice 0 -25, January 2015. 3.66:

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND Code of Practice 0 -25, January 2015
<https://www.gov.uk/government/publications/sen-legislation-code-of-practice-and-associated-family-of-guidance>
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- The National Curriculum in England: July 2014
<https://www.gov.uk/government/collections/national-curriculum>
- Safeguarding Policy
<https://www.hwce.co.uk/policies/>
- Accessibility Plan
<https://www.hwce.co.uk/policies/>
- Teachers Standards July 2011 (introduction updated June 2013)
<https://www.gov.uk/government/publications/teachers-standards>
- SEND and alternative provision improvement plan March 2023
<https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan>
- The Governance Handbook
<https://www.gov.uk/government/publications/governance-handbook>
- Part 3 Children and Families Act 2014
<https://www.legislation.gov.uk/ukpga/2014/6/contents>
- The Public Sector Equality Duty (Section 149)
<https://www.legislation.gov.uk/ukpga/2010/15/section/149>
- School Admissions Code 2021
<https://www.gov.uk/government/publications/school-admissions-code--2>

This policy was created by the school's SENCo with the SEND Governor in liaison with the SLT, all staff and parents/carers of pupils with SEND.

SECTION 2: AIMS AND OBJECTIVES

AIMS

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate high-quality teaching, which makes learning challenging and enjoyable.
- Provide equality of educational opportunity. Every child identified as having special educational needs will be given an equal opportunity to reach their potential and develop their talents to the full.
- Every teacher is a teacher of every child or young person, including those with SEND.

OBJECTIVE (THE LONGER VIEW)

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the DfE SEN code of Practice, 2015.
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs and Disability Co-ordinator who will work within the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: 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 and adaptations to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

SECTION 4: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The DfE SEN Code of Practice (2015) identifies the following four broad areas of need. Pupils can have needs that cut across more than 1 area, and their needs may change over time. (DfE SENDCode of Practice, 2015, P.95-96)

AREA OF NEED	
Communication and interaction	<ul style="list-style-type: none">• Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.• Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also

	<p>experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and learning	<ul style="list-style-type: none"> • Support for leaning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. • Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> • Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.
Sensory and/or physical needs	<ul style="list-style-type: none"> • Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect pupils.

At High Wycombe C of E, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person, but also areas that may impact on progress and attainment for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a disadvantaged or vulnerable child
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we seek to recognise and identify clearly.

SECTION 5: SEN 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.

SECTION 6: A GRADUATED APPROACH TO SEND SUPPORT

All pupils are entitled to a balanced and broad-based curriculum, including the Early Years. This ensures that teaching arrangements and strategies are as inclusive as possible. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as interventions or teaching within a small group for English/Mathematics. All SEND support and provision will be through the Assess, Plan, Do, Review Graduated approach (APDR).

Whole School Assessment

Reception: Foundation Stage Profile – Children are assessed on entry to provide baseline data. The SENCo and the class teacher(s) then meet to review the results. Any child who scores below the 'age related expected' (ARE) in any area of learning will be monitored. The child's identified needs will be met within the classroom through differentiation, Ordinary Available Provision (OAP) and he/she will be noted by the SENCo for careful monitoring in future testing. If a child is identified as having significantly delayed development, he/she will be placed on the SEN Register and appropriate action will be taken.

In the Spring Term the children will be assessed using a programme called Speech and Language Link. This is a screening programme designed to help indicate any child who needs further support. This support is then provided through interventions and small group sessions. Regular assessments and monitoring are then used to help track progress.

Year 1: Statutory Year 1 Phonics Test – this is undertaken at the end of the summer term. Each child is tested individually according to the test criteria. Children not scoring the required percentage may be placed on the SEN Register and strategies/ provision put in place to support their learning.

Year 1 – 6 Termly Teacher Assessments – the results are carefully reviewed and the appropriate interventions are put in place, these may be delivered by the Class teacher or a Learning Support Assistant.

Year 4 – Multiplication tables check (MTC) – this takes place at the end of Year 4. Children are supported throughout the school with developing their multiplication knowledge and familiarising themselves with the online format of the MTC, through the use of Times Tables Rockstars and the ‘Try It Out’ check on the DfE MTC Website.

Year 6: Key Stage 2 National Curriculum Tests - the results are carefully reviewed; any child scoring significantly below the expected standard in any area is assessed and placed on the SEN Register. Information about the child is then passed on to their next school setting through transition meetings between the SENCo, Year 6 class teacher and an appropriate member of staff at their secondary school.

Any child identified as not making the required progress within the National Curriculum will be targeted and further appropriate intervention put into place.

Provision for SEND

Learning Support Assistants (LSAs) work in class to support pupils on the school SEN Register, alongside other class support.

All provision is relevant to the child’s needs and promotes self-esteem. Withdrawal from an activity does not jeopardise the child’s right to a broad and balanced curriculum.

High Wycombe C of E School strives to be an inclusive school, fostering a sense of community and belonging through an inclusive ethos; a broad and balanced curriculum for every child; systems for early identification of barriers to learning and participation; high expectations and suitable targets for all children.

High Wycombe Church of England School is committed to supporting all aspects of a child’s wellbeing and offers (where possible) interventions to assist this. This includes circle time and small group work to develop social skills children require to use every day to interact and communicate with others. Where there has been a long period of disruptive behaviour and an individual behaviour plan (IBP) has not worked, then the school will offer the pupil a mentor, who will work with the child to improve their emotional wellbeing and behaviour. The child will also be referred to the Pupil Referral Unit, ‘Woodlands PRU’ if further support is required.

Staff are trained through twilight sessions on how to identify and support children with SEND. Staff have a wide range of qualifications to enable them to support pupils. The SENCo is a qualified experienced teacher. Staff are supported by a team of dedicated LSA’s, who have experience in a range of areas including speech and language, literacy, maths and autism. For pupils with English as an Additional Language (EAL) there is a nominated member of staff to ensure pupils are supported. The staff member will track the progress of the children. In an event that there is needs that the school does not know how to support effectively, training will be provided to all members of staff.

At the end of each academic year there will be a transition meeting between the class teachers to ensure that support is consistent in the next year group.

SECTION 7: MANAGING PUPILS NEEDS ON THE SEND REGISTER

The provision for pupils with special educational needs is a matter for the school as a whole. Every teacher is a teacher of children with special educational needs and responsible for the day to day adaptation necessary to include all children in all areas of the curriculum.

Mr R Smith, is responsible for the day to day operation of the SEND Policy. The SENCo has responsibility for:

- Ensuring liaison with parents and other professionals, including Class Teachers, in respect of children with special educational needs.
- Co-ordinating with all parties in managing provision for pupils with SEND.
- Advising and supporting other practitioners within the setting e.g. Language Support Teacher, Speech Therapist, Physiotherapist, Occupational Therapist, Specialist Teachers and Learning Support Assistants.
- Ensuring appropriate individual education plans (IEPs) are in place and reviewed three times a year. Maintaining a SEND Register, action taken and outcomes.
- Attending and organising review meetings of SEN pupils as appropriate.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCo will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; in monitoring and subsequently reviewing the action taken. The SENCo will ensure appropriate records are kept. The teacher working with the child on a daily basis should remain responsible for working with the child and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child and the outcome of this action.

The progress made by all pupils will be regularly monitored and reviewed. If a pupil is not making adequate progress, as identified by one of the above procedures or a class teacher alerts the SENCO to a potential problem, he or she may be identified as having special educational needs and they will be placed on the SEN register. Additional support will be provided, monitored and reviewed through the following system. It may also be appropriate to refer to an external professional for guidance and support.

SEND Additional Support

If the child is not making expected progress despite the Class teacher's intervention it may be necessary to put in place a leaning programme or intervention, alongside his/her class work eg: spelling programme/ intervention, maths programme/ intervention, Phonics programme/ intervention etc. This is recorded using an IEP which is reviewed three times a year, termly.

SEND Support

If the child does not make adequate progress despite the extra intervention of an IEP, this will result in a request for help from an outside agency

If it is felt that a child still has extra needs and is struggling to make progress, the school may request an Educational Health Care and Care plan (EHCP) needs assessment of the child.

When an application for an EHCP needs assessment is made to the local Authority, a dossier of evidence is produced to show that the child is making slow progress and needs additional help other than that available at SEN Support. This is a detailed multi-professional examination to find out exactly what the child's needs are.

If granted by the LA, this gives the child the protection of an amount of support allocated to their specific individual learning programme. It may involve a specialist teacher who can provide more regular intervention. The support is outlined in the EHCP, which is a legal document and must be adhered to.

The support received is monitored through an IEP. This will be reviewed annually to ensure that it continues to meet the child's needs.

SECTION 8: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If a child is deemed to have made sufficient progress and they no longer need extra support their name will be removed from the SEN Register

SECTION 9: SUPPORTING PUPILS AND FAMILIES

- Further information regarding the Bucks LA Local Offer can be found: <https://familyinfo.buckinghamshire.gov.uk/send/>
- The school's statutory SEN Information Report can be found: <https://www.hwce.co.uk/send/>
- The school's admission policy can be found: <https://www.hwce.co.uk/policies/>

Links with other agencies, organisations and Support services

Many children with SEND have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership between all concerned. The external agencies with whom we may work are as follows:

- Educational Psychology service
- Paediatricians
- LA specialist teachers to support provision for children with hearing, visual and speech and language impairments.
- Occupational Therapy (OT) – The school uses Virtual Advice Clinics to consult with the OT and request guidance on supporting children with sensory or physical difficulties.
- The Speech and Language Service (SALT) – The school uses Virtual Advice Clinics to consult with the SALT and request guidance on supporting children with speech and language difficulties who do not have an EHCP. Children with an EHCP will have a report outlining programmes of support which can be carried out by staff in school, this is monitored and supported by the SALT.
- Learning Support Team
- Specialist Teacher Service
- Health service: health visitors, school nurse, speech and language therapists, occupational therapists.
- Social workers.
- Child Adolescent Mental Health Team (CAMHS).

- Pupil referral unit (PRU) – if a child is in danger of exclusion they may be referred to the local Pupil Referral Unit - ‘Woodlands’
- Previous schools/ nurseries/ child minders.
- Schools to which the child is about to transfer.
- Professionals who have been privately contracted by the parents. (e.g. private tutors).
- Education Welfare Officers.
- Voluntary organisations

The SENCo is responsible for ensuring that regular dialogue occurs between the school and outside agencies. We aim to provide an integrated service so that parents perceive the provision as seamless.

Links with other schools and transfer arrangements

- Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCo liaises with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.
- A representative from the LA is invited to attend all transition reviews for children with EHCPs in Year 5, in order to contribute to the Transition Plan
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2005.

SECTION 10: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils 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.
- Some may also have special educational needs (SEN) and may have an Individual Education Plan (IEP), or Education Health Care plan (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed. The school’s policy on supporting children with medical needs can be found:
<https://www.hwce.co.uk/policies/>

SECTION 11: MONITORING AND EVALUATION OF SEND

The success of the school’s SEND policy and provision can be evaluated through:

- Monitoring of classroom practice including differentiation by SENCO/Subject Leads/Senior Leadership Team.
- Analysis of assessment tests for individual pupils and reviewing IEP targets for successful achievement criteria.
- Termly monitoring of procedures and practice by the SEN Governor. Also, regular reports to the Governing body after visiting the SENCo and discussing progress/concerns/developments.
- The School Improvement Plan, SEN Development /Action Plan.

At High Wycombe C of E School, we listen to and act upon the views of the child when considering support and provision. We encourage pupils to participate in their learning by discussing their needs, helping them to review and set appropriate targets.

Through the School Council, the children are given the opportunity to contribute effectively to the school community and their learning environment. They learn that their opinions are valued and can practice making choices, encouraging them to be more secure and effective pupils during their school years.

SECTION 12: TRAINING AND RESOURCES

In order to maintain and develop the quality and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self - evaluation process. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND.

SECTION 13: ROLES AND RESPONSIBILITIES

The provision for pupils with special needs is a matter for the school as a whole. Every teacher is a teacher of children with Special Educational Needs and responsible for the day-to-day adaptation necessary to include all children in all areas of the curriculum.

Mr R Smith is responsible for the day to day operation of the SEND Policy. The SENCo has responsibility for:

- Ensuring liaison with parents and other professionals, including Class Teachers, in respect of children with special educational needs.
- Co-ordinating with all parties in managing provision for pupils with SEND.
- Advising and supporting other practitioners within the setting eg: Language Support Teacher, Speech Therapist, Physiotherapist, Occupational Therapist, Specialist Teachers and Learning Support Assistants.
- Ensuring appropriate individual education plans (IEPs) are in place and reviewed three times a year. Maintaining a SEN Register, action taken and outcomes
- Attending and organising review meetings of SEND pupils as appropriate
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Advising and supporting the performance Management of teaching Assistants objectives.
- Advising and helping subject leads.
- Working closely with Designated safeguarding Lead person (DSL)
- Managing the PPG/LAC funding

The SENCo will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; in monitoring and subsequently reviewing the action taken. The SENCo will ensure appropriate records are kept. The class teacher working with the child on a daily basis should remain responsible for working with the child and for planning and

delivering an individualised programme. Parents will always be consulted and kept informed of the act taken to help the child and the outcome of this action.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities.
- Ensure that, where the school has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning calls for, and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report annually to parents on the implementation of the school's policy for pupils with educational needs including the allocation of resources.
- Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure parents are notified of a decision by the school that SEND provision is being made for their child.
- Be fully involved in developing and monitoring the schools SEND policy.
- Ensure that all governors, especially SEND Governor, are up-to-date and knowledgeable about the schools SEND provision, including how funding, equipment and personnel resources are employed.
- Ensure that SEND provision is part of the School's Improvement Plan.
- Ensure that the quality of SEND provision is continually monitored.

SECTION 14: STORING AND MANAGING INFORMATION

- The school complies with GDPR and the UK data protection act 2018 (updated 2021)
<https://www.gov.uk/data-protection>

SECTION 15: REVIEWING THE POLICY

This policy is reviewed annually in consultation with the School Governors.

SECTION 16: ACCESSIBILITY

The admission arrangement for children with SEND is no different than for other children. Careful attention is paid to identifying the individual needs of children on entry using the graduated approach. There are close links with feeder nurseries/playschools in the area and if a child has been identified as having SEN, early liaison with parents is made. IEP's will be written for any child with special educational needs.

Most of the school building is accessible for children with physical disabilities and those using wheelchairs.

The school welcomes applications for admission from the parents of pupils with mobility difficulties. There is wheelchair access via the Main School Entrance, Year 1/2 areas, Reception and the Nursery, Year 3/4 areas; also 1 disabled toilet available in the main corridor. This allows access to the whole school.

Statutory Responsibilities

- The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2010, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare an accessibility strategy covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.
- Please see the school's accessibility plan, available from the school office.

SECTION 17: DEALING WITH COMPLAINTS

In the first instance all complaints should be addressed to the head teacher who will liaise with the SENCO and the complainant

Under the SEN and Disability Act 2001 parents will also be able to request independent disagreement resolution and the school will make further information about the process available on request.

Any parent wishing to seek further advice concerning any aspect of their child's Special Educational Needs can contact Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service (formerly Parent partnership) <https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

SECTION 18: BULLYING

The school's Ant-bullying policy can be found in: <https://www.hwce.co.uk/policies/>

SECTION 19: APPENDICES

This policy should be read in conjunction with the following policies, which can be located on our school website <https://www.hwce.co.uk/policies/>

- **The Admissions Policy**
- **The Equality and Cohesion Policy**
- **The Child Protection Policy**