

# Polehampton CE Infant and Junior Schools

## SEND Policy



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## Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

Please note that the term 'parents' refers to 'parents, carers or guardians'.

## Aims

Our SEND policy and information report aims to outline the national requirements introduced by The Children and Families Act 2014 and how Polehampton Infant and Junior School will meet these requirements.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text. Children and Families Act 2014: [http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

## Special Educational Needs and Equal Opportunities at Polehampton Schools

The Polehampton C. of E. Schools are fully inclusive, which ensures that all pupils let their light shine; personally, socially, emotionally and academically, in all areas of the curriculum. A note on Equal Opportunities:

- Staff, pupils and governors of The Polehampton Schools ensure that opportunities are equitable to all members of the school community.

**"Let your light shine" Matthew 5:16**

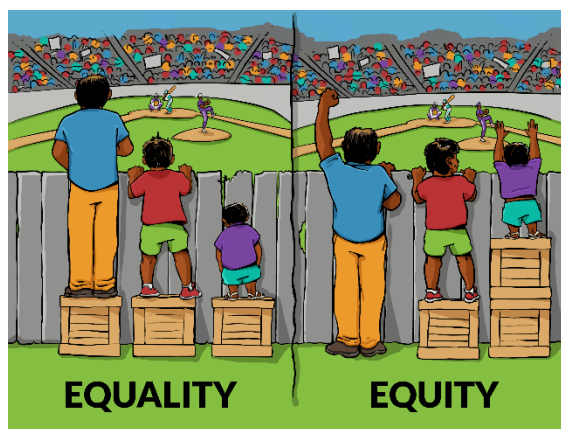
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- For our schools, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. This includes pupils with SEND.



We believe that our curriculum offer should be equitable and permeate all aspects of school life; and is the responsibility of every member of the school and wider community. Every person who is part of the Polehampton community should feel safe, secure, valued and of equal worth.

At Polehampton, equity is a key principle in creating a society in which everyone has the opportunity to succeed - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Please refer to our Equalities Policy for more detail.

### Our SEND team

Everyone who is part of the Polehampton team plays a pivotal role in the education of our children with SEND and is by nature part of the 'The SEND Team'. The SEND team is led by the Special Educational Needs Coordinator (SENCo): Mrs Krista Pierro. Our SEND governor is: Ms. Sarah Tang

### Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

### Definitions

#### Special Educational Needs and Disabilities:

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

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They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

### **SEND & Additional Needs Registers:**

Pupils at TKAT schools will be placed on the 'SEND register' if they:

- Have a diagnosis or referral has been made for a diagnosis that effects access to the curriculum and/or school life. They require ongoing targeted and/or personalized support.
- Is significantly below (-2years) Age Related Expectations due to an additional need (other than having English as an additional language)

Pupils at TKAT schools who do not meet these criteria but require SEND support will be placed on the 'Additional Needs register'. This includes:

- Pupils who have a diagnosis or referral has been made for a diagnosis that effects access to the curriculum and/or school life. They required universal and/or some targeted support.
- Pupils that are presenting with ongoing barriers to learning and/or engaging in school life that require monitoring before identifying next steps.
- Pupils who have been removed from the SEND register will remain on this register for a further 24 months for continued monitoring.

### **Individual Provision Plans (IPP):**

Pupils on the SEND register may be provided with an IPP. This is a collaborative document created by the SENCo and class teacher with input from parents and teaching assistants. These documents are designed to outline the pupils needs, support strategies and provide a plan to work towards desired outcomes.

All children with Education, Health and Care Plans (EHCP) require IPPs to ensure long term targets from these documents can be broken down into shorter, achievable goals.

Other pupils on the SEND register may also receive an IPP if they present with any or multiple of the following:

- The pupil's academic progress is significantly slower than that of their peers starting from the same baseline
- The SEND provision in place fails to close the attainment gap (or it widens) between the child and their year group peers
- Significant difficulties with peer groups /socialising, impacting their time in school
- Significant difficulties with attention and/or emotional regulation, impacting their learning
- Significant difficulties with emotional wellbeing, impacting their time in school e.g. attendance, ability to engage in lessons regularly.

### **Education, Health and Care Plans (EHCPs)**

An EHCP is defined in the SEND Code of Practice (pg280) as follows: "An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies".

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It is the role of the school SENCo to identify which pupils may be eligible for an EHCP and seek this through appropriate local authority channels. Parental consent will be sought for this and their input will be requested throughout the process.

Parents wishing to apply for an EHCP for their child themselves, should arrange to speak with the SENCo to discuss the process and possible implications of their application being successful.

### Roles and responsibilities

#### The SENCo

The SENCo is: Mrs Pierro.

They will:

- Work with the headteacher and SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

#### The SEND governor

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.

#### The headteacher

The headteacher will:

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

#### Class teachers

Each class teacher is responsible for:

- Communicating with parents about the classroom strategies used to support their child The progress and development of every pupil in their class

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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Review IPP pupils' targets in their class every half term and share this with parents as well as holding formal reviews three times a year.
- Review guidance provided by external agencies, alongside the SENCo, as to how it can be implemented within their classroom setting.

### SEND information report

#### The kinds of SEND that are provided for

- Our school currently provides additional and/or varied provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and low mood.
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy and physical disabilities.

#### Identifying pupils with SEND and assessing their needs

A child of compulsory school age or a young person 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

- Code of Practice (2014), xiii – xiv

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 year group peers Widens the attainment gap between them and their year group peers

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, 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.

#### Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to and take into account the parents' concerns and suggestions
- Everyone understands the agreed outcomes sought for the child Everyone is clear on what the next steps are
- Parents of pupils with Individual Provision Plans will meet with the class teacher formally three times a year (once every full term) to review their child's plan and share their views. Half termly updates of the plan will be shared via email or phone call by the pupils class teacher.
- Where it deemed necessary by the school, the SENCO may attend these meetings.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. This is conducted formally for pupils receiving targeted support and recorded through the use of an Individual Learning Plan.

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

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We assess our children all the time, in every task, in every lesson. This formative assessment supports the teacher to understand each child's progress and plan for their next steps.

We assess all of our pupil's academic performance termly through summative assessments and progress checks. This is then cross-referenced with the information gathered throughout the term based on how the child is presenting during their lessons.

We use national statutory assessments to further inform our practice – EYFS profile, Yr1 phonics, Yr2 SATs, Yr4 Multiplication Test Checks, Yr6 SATS.

The use of a Quality First Teaching approach ensures that marking of work and other forms of formative assessment has a direct impact on the class teacher's planning. This enables them to decide whether special provision is beneficial for individual children. The class teacher and the SENCo can further consider the collated information regarding the pupils' progress and make comparisons with national data.

Termly Pupil Progress meetings are held between class teachers and Heads of School to analyse pupil's attainment and progress. Any pupils presenting as requiring specialist provision may be highlighted in these meetings.

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For pupils with a greater level of need, external agencies will be consulted in order to gain more detailed, specialist assessments.

Assessing targets set on pupils' Individual Learning Plans (ILP) will be based on a combination of teacher observations and formal assessments. ILP targets should focus on a specific, achievable target in order to measure small steps of progress for individual pupils. These are reviewed every six-weeks by the class teacher. Every full term (three times a year) between the class teacher and parents. This process is overseen with the SENCo.

### **Supporting pupils moving between phases and preparing for adulthood**

Children go through a huge number of transitions in their time at school; we endeavour to make these as successful as possible. We recognise that these changes may prove particularly challenging for many children with SEND.

#### *For our new children about to start school*

In the summer term, we approach all our feeder pre-schools to arrange handover meetings. This enables us to learn about any needs from their current setting. We hold parent welcome meetings and invite parents to let us know about any needs they feel their child has prior to them starting school.

#### *From year to year*

For children with additional needs, we have a number of strategies to support transition into their new class.

- Teachers to have allocated time to have in-depth hand-over discussions
- Timetable additional visits where they will have had time to familiarise themselves with their new teacher and classroom environment
- Teachers to plan a number of activities, within their current class, focusing on preparing them for their move to the next year group
- Be read or read books about changes in different contexts and have an adult to discuss this with
- Transition booklets

#### *Between the Infants and the Juniors*

Polehampton Infant and Juniors work collaboratively and have a close working relationship.

- Our SENCo, Mrs Pierro, works across both settings, allowing for continuity for parents and children on the SEN journey.
- Handover meetings are held between year groups to ensure best practice is shared when supporting each individual pupil.
- Within our buddies system, we carefully select an older/younger pupil who will be best suited to each other.

It may be appropriate for individuals with additional needs to also benefit from:

- A transition booklet/powerpoints/videos including photos of the new setting and key members of staff.
- The release of teachers and/or teaching assistants to meet with staff at your child's new school to have an in-depth hand-over discussion (in addition to our typical KS1 & 2 transition meetings)

#### *Secondary Schools or New Schools*

For secondary school transition or for when a pupil moves to a different school, we will share information with the receiving school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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### **Our approach to teaching pupils with SEN**

Within the SEND Code of Practice, it states that teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils. Due to our inclusive ethos, differentiation adaptive teaching for our SEND pupils may look very subtle in the classroom and may not always be apparent to someone observing. This ensures children are unaware of any differences in their work or expectations, and prevents them from comparing themselves with others, and possibly damaging their self-esteem.

The curriculum is adapted to suit children's needs and each teacher plans their week ensuring that every child is working to the same, or similar, learning objectives where appropriate. Children with SEND are taught at the level they can access and with the resources to help too. We work to ensure that children are secure in the learning that comes before the learning objective, and create activities and resources based on these.

Teachers work very hard to ensure that work is pitched at a level where the child is challenged but not overwhelmed. Teachers are well equipped to question children effectively; tailoring what they say to individual children and their needs, knowing explicitly how each of them learn. We tend not to differentiate by the outcome of a child's work and instead focus on tailoring the work so that they can achieve the objective; and also have resources to enable them to access it more effectively.

At Polehampton, it is not just the task itself that may be approached with differentiation adapted. We acknowledge that all of our pupils will require different approaches to learning, particularly our SEND learners. Therefore, where possible, pupils will be provided with sensory and 'brain breaks' as well as being provided with alternative work spaces or sensory aids, when appropriate.

Where appropriate we will also provide the following interventions:

- Read, Write Inc 1:1 and small group interventions
- Plus One Maths
- Nessy (Juniors only)
- Fine motor skills intervention
- Emotional literacy and/or Nurture interventions
- ABC to read
- Specific Speech and Language interventions
- Specific Occupational therapy interventions
- Personalised interventions linked to pupil targets
- Handwriting interventions
- Sensory circuits
- Nature (wellbeing) club (Juniors only).

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

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- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and sensory tools.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our language to aid memory and support pupils understanding of tasks. Adapting the structure in which tasks are approached e.g. short, chunked work.

### **Additional support for learning**

There are times when the school may wish to seek further specialist, professional advice on how to support a child with additional needs. If this is the case, parents will be asked to meet with their child's Class Teacher and the school's SENCO to discuss the options that are available. Where appropriate and with the necessary consent the school is able to contact an array of services including:

We work with the following agencies to provide support for pupils with SEND (see 5.13).

### **Expertise and training of staff**

Our SENCo has three years experience in this role and has worked as a class teacher in a mainstream school, a SEMH specialist school and a Pupil Referral Unit.

She is allocated 4 working days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

At our Infant School, we have staff experienced in delivering speech and language interventions, including use of Makaton. At both schools, we have a number of trained Nurture Assistants. We have trained Forest School leaders at both settings. We have a regular programme of training and development for all our teachers and TAs, including autism, ADHD, attachment, specific learning difficulties, e.g. dyslexia.

### **Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions Monitoring by the SENCo
- Using individual provision plans (IPPs) to measure progress
- Holding annual reviews for pupils with EHC plans.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate in all activities, for example; our residential trips, sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

To ensure our trips are inclusive for our SEND pupils we take the following steps:

- Discuss possible alternative arrangement with SEND pupils and their families
- Ensure higher staffing ratios to support our SEND pupils on trips and at school events, where appropriate

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- Checking the accessibility and risk assessments of external visits and ensuring they are appropriate to our pupils needs.
- When appropriate and with parents' consent, we will provide an outline of our pupils needs with external providers to promote inclusive practice
- Ensure appropriate preparation is conducted with our SEND children e.g. social stories, exit plans, individual risk assessments, Intimate Care Plans
- Have a flexible approach to participation. For example, allowing pupils to take part in a selection of activities, where appropriate.

### **Support for improving emotional and social development**

All staff have children's emotional wellbeing at the forefront of everything they do and its precedence is pivotal to the success of the Polehampton Schools. Teachers have a very good understanding of the children they teach and know how important it is to know their pupils comprehensively. It is important to note that children with additional needs, particularly with Social, Emotional & Mental Health needs, may be more likely to have a vulnerability within the peer group that we need to be mindful of.

For those children who need additional support, above and beyond what can be managed within the quality teaching and careful management they have in class, we use our Nurture Assistants and additional classroom teaching assistants to provide targeted work and support. The Nurture Assistants are trained to work closely with pupils who have additional needs relating to the emotional and social aspects of their development, using neuro-affirming language. This may be delivered through small group work focusing on a particularly prevalent need, for example; developing self-confidence and self-esteem or through 1:1 sessions if this is deemed more appropriate. The Nurture Assistants work under the guidance of the SENCO.

Adaptations are made for children with mental health conditions as appropriate and under the recommendations of mental health professionals.

Across our Polehampton Schools, we are working towards becoming a 'Therapeutic Thinking School'. This means that staff are being supported to find therapeutically healthy solutions to managing behaviours that challenge in the classroom. Please see our behaviour policy for more information on our approach. We are working on the premise that every behaviour is a form of communication. We will not punish or bribe children in order for them to behave; we want life-long learning to take place instead of immediate systems. We have a robust system to tackle bullying and manage each individual case of bullying with a carefully reviewed, solution focused' approach in order to support the victim of bullying as well as promoting more positive, pro-social behaviours from the perpetrating child.

### **Working with other agencies**

There are times when the school may wish to seek further specialist, professional advice on how to support a child with additional needs. If this is the case, parents will be asked to meet with their child's Class Teacher and the school's SENCO to discuss the options that are available. Where appropriate and with the necessary consent the school is able to contact an array of services including:

- Parenting & Family Support
- Educational Welfare Officers (EWOs)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- School Nurse

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- Sensory Consortium
- ASSIST (Autism Support Service)
- Foundry College
- Learning Support Services
- Educational Psychology

All of these services are familiar to the school so the SENCo will be able to explain to parents how they usually operate. When these services are involved, we will have regular meetings to ensure that everybody is kept up to date and new information can be shared.

### **Complaints about SEND provision**

As a school we always value any feedback from parents. Each year we send out parent feedback forms which provide parents with an opportunity to share your views of our school.

All complaints are taken seriously and will be heard as detailed in our Complaints Policy.

Complaints about SEND provision in our school should be made to your child's class teacher, the SENCo or Head of School in the first instance. They will then be referred to the school's complaints policy.

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

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

### **Contact details of support services for parents of pupils with SEND**

Parents/guardians can contact:

- Your child's Class Teacher
- The Inclusion Coordinator/SENCo: Mrs Krista Pierro
- Heads of School: Mrs Liz Castell & Mrs Helen Medcalf

All school staff are contactable via the school office. For school staff, all contact can be initially made via the school's admin office. Our admin team will direct you to the relevant staff member from there.

### **Contact details for raising concerns**

If you have concerns regarding your child, your first point of contact to discuss these should be with your child's class teacher. They will be able to discuss these with you in detail and discuss potential 'next steps'. If the class teacher feels further support may be necessary, they will request a meeting with the school SENCo to analyse these concerns further.

## **Monitoring arrangements**

This policy and information report will be reviewed by Mrs Pierro every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

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## Links with other policies and documents

This policy links to our policies on the following areas. These can be found on our website:

<https://www.polehampton.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=9>

- Accessibility plan
- Anti-Bullying
- Behaviour
- Equality information and objectives
- Safeguarding
- Supporting pupils with medical conditions
- Marking and Feedback.

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