

# Acre View Primary School



## Personal Development, SEND and Admissions Handbook 2025-2026

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# Acre View Primary School



## Admissions Policy and arrangements

## Overview

Acre View Primary School is an Independent Special School catering for young people with a range of difficulties from age 5 –11 years.

All pupils have an EHCP and require a diagnosis of Autistic Spectrum Condition or be on the pathway to receive a diagnosis. Often this is co-morbid with other conditions such as ADHD, ADD, OCD, Demand avoidant profile, Speech and Language difficulties, Sensory Processing difficulties and anxiety related conditions. All staff are highly experienced and well trained in working with young people with a range of Special Educational Needs.

Referrals for placements come from Local Authorities, however, parents, carers and other interested parties are welcome to visit prior to a referral being made and request information about the school and its operations.

The range of services to children and young people can be found on the school website, in the school prospectus or by contacting us directly.

### **Our admissions procedure is as follows:**

A referral for the consideration of a placement is made by the Local Authority SEND Department. As the Local Authority must pay due accord to parental preference, parents may request the Local Authority to initiate this process. On receipt of a referral the referring Local Authority will be expected to forward all relevant documentation to enable the school to consider the referral and make an informed decision as to whether the admissions procedure should continue.

Relevant documentation will include:

- Education, Health Care Plan / Statement of Special Educational Needs and Disabilities with appendices.
- Recent school reports
- Recent assessments/ reports from other professionals e.g. Educational Psychology, Social Care
- Diagnostic assessments

A panel of senior staff and the admissions officer will review the paperwork provided relating to the child or young person and make the decision whether or not to continue with the

admission process. The Local Authority and parents/ carers are then notified of this decision. The admissions process will not continue if it is felt a placement would **not** be appropriate.

A placement will be determined as not appropriate if:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the admissions process does not discriminate against pupils or their families because of their protected characteristics:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and Maternity
- Marriage or Civil Partnership

The admissions process will continue as detailed below if it is felt a placement may be appropriate.

1. The SENDCo or other member of Senior Staff will request to visit/observe the young person in their current educational placement, if this is not appropriate a home visit will be arranged.

**The admissions process will not continue without the opportunity to visit or observe the young person.**

2. Contact will also be made with other agencies involved with the young person to develop a greater understanding of the needs of the young person.
3. Once all the information collated has been reviewed and visits completed the Local Authority will be notified of the decision whether to offer a placement or not. If a placement is to be offered costs will be provided to the Local Authority. If a

placement is not to be offered reasons will be provided in line with the SEND Code of Practice (2014).

4. **The Local Authority need to confirm in writing within 6 weeks of the offer if they wish to accept the placement at the costs provided for the admissions process to continue.**
5. Parents/carers, and the young person are then invited into school for a look round and discussion relating to expectations and level of support needs.
6. The school will provide the start date to parents/carers and the Local Authority including any transition/taster days which may be phased according to the needs of the young person. An induction pack is sent to parents/carers containing essential consent forms. **These must be completed and returned to school prior to the start date. A delay in returning completed forms will delay the start date.**
7. All key staff in school are notified of the placement start date, relevant paper work is shared and an induction programme is developed.
8. The Local Authority is responsible for providing transport for the child or young person and therefore should liaise with parents/carers to arrange this once the school has supplied the start date.

The school is committed to make the admission process as transparent and as quick as possible.

Each referral received is considered on an individual basis. Start dates will be dependent on identifying the most appropriate peer group and consideration will be given to the impact on existing pupils of introducing new peers.

#### **Reviewing provision:**

When children and young people start at Acre View Primary school, they will undergo baseline assessments from all departments as is appropriate. This provides a greater understanding of the young person's needs and enables school to adjust their approach and resources as needed.

Whilst every effort is made to match provision and resources to the needs of the young people prior to admission, there are occasions following admission when the provision available needs to change.

An induction meeting at school is arranged for all new pupils 10 weeks after the first full week of attendance. The Local Authority, parents/carers, external professionals and school professionals are invited to attend and reports are provided prior to the meeting. The purpose of the meeting is to provide updates regarding any assessments completed and to confirm the level of support and provision in place. A summary report following the meeting is circulated to all invitees outlining what was discussed and any outcomes.

If it is felt the level of support or provision in school needs to be changed to reflect the level of need of the young person, an evidence-based rationale will be provided including cost implications.

Provision and progress of the young person is reviewed annually through the Annual Review process as outlined in the SEND Code of Practice (2014).

If it is felt a placement at our school no longer meets the needs of a young person the Local Authority will be informed in writing and an emergency Review meeting called.

### **Expectations:**

#### **From School**

*Parents/ carers, Pupils, Local Authority and other interested parties can expect:*

- High quality education with work and tasks appropriately differentiated to support the needs of individual pupils.
- The delivery of a curriculum which allows progression, the opportunity for pupils to develop their culture capital and provide a positive contribution to society.
- High quality pastoral care with the individual needs of pupils recognised and appropriately catered for.
- High quality clinical input from clinical professionals in school as and when needed.
- Good communication so parents/carers, Local Authority and other interested parties are kept informed of progress and all other relevant information regarding the young person.
- The opportunity to discuss pupil progress and any other concerns at parent's evenings, Annual Review meetings and other requested meetings.
- A commitment to work in collaboration with parents/carers, the Local Authority and other interested parties to provide the best provision for the young person.
- A commitment to providing a safe, purposeful, aspirational, engaging and enjoyable school experience for all pupils.
- Adherence to the responsibilities and duties outlined in the SEND Code of Practice (2014) or any new standards issued.

### **From Parents/ Carers**

*School, Pupils, Local Authority and other interested parties can expect:*

- Good communication so school is fully informed of changes in circumstance or any relevant information which may impact on a pupil's ability to manage or function in the school day.
- A commitment to work in collaboration with the school to support the upholding of school rules and expectations including supporting pupil attendance in school of no less than 95%.
- Attendance at parent's evenings, Annual Review meetings, school events and other requested meetings.
- A commitment to ensure their young person arrives at school on time, appropriately dressed and ready to learn.

### **From Pupils**

*School, Parents/ Carers, Local Authority and other interested parties can expect:*

- A commitment to want to engage with school and attend every day.
- A willingness to communicate with key staff in school, parents/ carers or other key adults to enable the best provision and support to be in place.
- A willingness to follow the school rules and expectations.

### **From Local Authority**

*School, Pupils, Parents/ Carers and other interested parties can expect:*

- Good communication so school and parents are fully informed of any planned changes or decisions involving the provision for the young person.
- A commitment to work in collaboration with the school and parents/ carers to ensure the best provision is in place for the young person.
- Attendance at Annual Review meetings or other requested professional meetings.
- Adherence to the responsibilities and duties outlined in the SEND Code of Practice (2014) or any new standards issued.

# Acre View Primary School



## SEND Policy

## **Section 1: School beliefs**

At Acre View Primary school, we believe all pupils regardless of SEND have the right to an outstanding education and the opportunity to achieve their full potential. In addition to achieving the best possible educational outcomes their education at our school should enable them to:

- Become confident.
- Be able to communicate their own views and needs effectively.
- Be ready to make a successful transition to adulthood (whether this is into employment, further or higher education or training).
- Make a positive contribution to society.

We recognise that whilst pupils may experience significant barriers to learning it is the duty of all staff members to find ways to overcome these barriers and enable all pupils to make progress. All staff members have high aspirations and expectations for all pupils and are committed to supporting pupils to achieve their goals and develop independence.

This policy has been developed in consultation with the Senior Leadership Team and School Governors. It is available on the school website and reflects the SEND Code of Practice 0 – 25 guidance 2014. This policy will be reviewed to reflect any changes in government legislation.

Acre View Primary School is a special school for primary age pupils who have a statement of SEND or an EHCP.

This policy should be read in conjunction with the other policy documents referenced throughout including:

- Admissions policy and procedure
- Behaviour policy
- Anti-Bullying policy
- Managing Medical Conditions of Pupils policy
- Data protection and confidentiality policy
- Complaints policy

This policy adheres to and reflects the guidelines outlined in the following Acts and reports:

- Disability Discrimination Act 1995 and 2005
- School Inspection Act 1996
- 'Excellence for all children' DCFS 1997
- School Standards and framework Act 1998
- Human Rights Legislation 2000
- SEND Code of Practice 2014
- SEN and Disability Act 2001
- Every Child Matters 2003
- The Children's Bill 2004
- Aiming High for Disabled Children 2007
- 'Working in partnership with parents/carers' DCFS 2008
- Lamb Inquiry review of SEN 2009
- Education act 2011
- 'A Good Education for All' (Ofsted) 2012
- Equality Act 2010 and does not discriminate against pupils or their families because of their protected characteristics:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Sexual orientation
  - Gender reassignment
  - Pregnancy and Maternity
  - Marriage or Civil Partnership

## **Section 2: Aims**

At Acre View Primary School, we aim to provide a broad and balanced curriculum which can be accessed by all pupils. This is achieved by the careful planning of activities and lessons so potential areas of difficulty can be addressed and barriers to pupil achievement removed.

The broader aims of this policy are to ensure that:

- Age, gender, race, disability, religion or belief, sexual orientation, family circumstances or individual needs will not constrain any educational entitlement.
- The SEND Department will support all staff in the delivery of educational entitlement.
- Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Assessment and testing will be appropriate to the needs of the learner with clear outcomes. It will be delivered in an environment and in conditions to elicit the best response from the learner.
- The atmosphere in school will promote a happy, sensitive and secure environment to ensure the most effective learning.
- Equality of opportunity will be integral to the planning of educational provision.
- Parents and families are encouraged to engage in the learning process of their children.
- The views of young people, parents and their families are considered when decisions are made.
- Collaboration with partners in education, health and social care takes place to provide support.
- Young people are prepared appropriately for adulthood.
- Teaching strategies are responsive to different learning styles.
- It is recognised that achievement can be made by all learners and this is celebrated and recorded.
- A total commitment to the principles of education entitlement is the responsibility of all staff.

**Objectives:**

- To recognise, identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a whole school approach to the support and education of young people with special educational needs.

- To provide a Special Educational Needs Co-ordinator to work within the SEND policy.
- To provide support and advice for staff with the implementation of the SEND policy and deployment of SEN resources.

### **Section 3: Identifying Special Educational Needs**

All pupils who attend our school have either a Statement of SEN/IDP (Wales) or an EHCP identifying their special educational needs.

The SEND code of practice describes a young person as having SEND where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.

The broad areas of need, as identified in the SEND code of practice are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

When pupils start at our school, due regard is paid to the assessments completed pre-admission. These assessments allow the school to identify if a young person is suitable for admission (see Admissions Policy and Procedure). In addition, assessments are completed by Clinical Services and Education staff in house and baseline assessments recorded in core subjects. This can lead to the identification of additional needs and forms the basis for the provision and input in place for individual pupils.

As a school we recognise that other barriers to learning in addition to SEND may inhibit progress and provide support accordingly.

These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Child who is Looked After (CLA)
- Being a child of Serviceman/woman

Behaviour is recognised as a response to an underlying need. Changes in behaviour or challenging behaviour is identified and monitored through the whole school behaviour management system; walk outs; individual monitoring sheets; incident reports and bullying reports (refer to behaviour policy and anti bullying policy). When a pupil's behaviour is causing concern, key staff analyse the reports and meet to determine the causes and identify solutions.

#### **Section 4: Graduated response to SEND provision**

All pupils at our school experience high quality teaching from an appropriately qualified teacher; small class sizes; the additional support of an appropriately qualified teaching assistant; therapies, e.g. speech and language input and OT input as appropriate. All staff use autism friendly strategies through the delivery of lessons and support provided to pupils.

All teachers are responsible and accountable for the progress and development of all the pupils they teach. All teachers have access to previous data where available.

Where a pupil is not making the expected progress for their cognitive ability, the teacher is responsible for initiating an intervention and monitoring the success and impact of the intervention (this may be carried out by a teaching assistant but overseen by the subject or class teacher).

The standard of teaching throughout school is regularly monitored through formal lesson observations and informal observation. Pupil progress is monitored and challenged through regular pupil progress meetings between teaching staff and senior staff.

Where assessments completed internally or externally suggest additional support is needed, Clinical Services will provide advice on the nature and level of additional support required and who will deliver it.

All school staff are able to make a referral to the Pupil Support Panel for additional support. This is an internal panel chaired by the SENDCo. It meets fortnightly and considers if additional support from SALT, OT or Clinical Psychologist is required.

The necessary provision needed will be discussed with the SENDCo, parents/ carers, SLT, other key professionals involved and the Local Authority if additional funding is needed to provide the support.

### **Managing pupils needs**

All pupils have an Individual Education Plan-IEP which is reviewed regularly as a working document. Short-term outcomes are reviewed half-termly by the member of staff responsible for setting the outcome to ensure continued progress is made.

All IEP's are monitored by the SENDCo on a termly basis to ensure they have been reviewed and short-term outcomes are appropriate.

Outcomes and progress towards the short-term outcomes are discussed with pupils as appropriate half-termly and with parents termly.

The SENDCo provides training and advice on the writing and reviewing of IEP's.

### ***IEP for an Educational Health and Care Plan or Statement of SEND:***

The short-term outcomes listed in the EHCP will form the basis of the IEP. If no short-term outcomes are listed, the key member of staff responsible for monitoring progress within the identified area of need (e.g. cognition and learning – teacher) should derive appropriate short-term outcomes which are achievable within a half-term from the long-term outcomes listed on the EHCP.

If the short-term or long-term outcome requires specific input from Clinical lead, an appropriate member of staff needs to be identified to take responsibility for allocating support/provision, monitoring, reviewing and feeding back progress with further suggested short term outcomes.

If the short term or long-term outcome requires specific input from the Clinical lead or an appropriate member of staff needs to be identified to take responsibility for allocating support/provision, monitoring, reviewing and feeding back progress with further suggested short term outcomes.

The SENDCo is available to provide advice on the wording and monitoring of short-term outcomes.

Pupils and their families should be aware of the short-term outcomes, and where appropriate, be involved in setting and monitoring them. Provision and support

needed to meet the short-term outcomes should be recorded and progress reviewed regularly (at least once a term) by the class teacher and/or other identified staff.

Suggestions for short term outcomes for the following Annual Review cycle need to be prepared by the member of staff responsible ready for discussion in the Annual Review meeting.

### **One Page Profile**

A one-page profile is an important element of the person-centred plan. All pupils have and contribute to the production of the one-page profile.

Parents are given the opportunity to see and contribute to their child's one page profile.

The one-page profile details the aspirations of the young person, their strengths, likes and dislikes and how best to support them.

The one-page profile is reviewed regularly by pupils, class teacher and teaching assistant.

### **Annual Reviews**

All EHC plans are reviewed annually. The process at our school is designed to be as person centred as possible.

Pupils, Parents, the Local Authority, School staff, other key professionals (including social workers and health professionals) are invited to attend and provide written contributions at least 4 weeks before the date of the meeting.

A report compiled by school including contributions made by the young person, parents, class teacher and other school professionals involved is sent out to everyone invited to the meeting at least 2 weeks before the date of the meeting.

The SENDCo will read the report prior to distribution and is available to provide advice to staff, parents or pupils asked to contribute.

The meeting is chaired by the SENDCo and the focus is on the child or young person's progress towards achieving the Long-Term Objectives in a Statement of SEN or the outcomes specified in the EHCP and what changes may need to be made to support progress.

The appropriateness of current provision and future planning and suggested outcomes and targets are also discussed. Where there is a perceived funding need (e.g. 1:1 support) this will be discussed post meeting with the Local Authority.

When the young person is nearing the end of their time for education at our school the Annual Review will consider good transition planning to secondary school.

The school prepares and sends a report of the review meeting to everyone invited within 2 weeks of the meeting. The report includes a summary of what was discussed at the meeting and set out recommendations for action or amendments needed to the Statement or EHCP.

Following an EHCP review the report will also include agreed short-term outcomes for the next 12 months.

### **Section 5: Planned Transition to Secondary School**

When pupils are ready to move from our school to Secondary School , a transition plan is put in place. This may involve transitional visits and meetings with staff from the new school.

The plan will be individual to the needs of the young person and will involve close liaison between our school staff, the staff at the new provision, parents/carers, the young person and the Local Authority with responsibility for the young person.

All relevant information about the achievements and needs of the young person will be passed onto the new provision as soon as is possible to aid a smooth transition.

### **Section 6: Early Transition**

Very occasionally there are times when despite the high level of support and provision at our school, a pupil continues not to make progress. In these situations, close liaison is maintained between parents, the Senior Leadership Team, other key professionals (e.g. Social Workers) and the Local Authority. When a solution that is in the best interests of the young person concerned is agreed upon, transitional arrangements are made.

Acre View Primary School is committed to make any transitions to another establishment as smooth and as positive as possible.

### **Section 7: Supporting pupils and families**

The school acknowledges the important role parents and carers have in the education of their children. As such close contact is maintained between home and school.

All pupils who attend our school have an EHCP or IDP. Referrals are only taken from the Local Authority with responsibility for the education of the young person.

All new pupils follow an induction programme, which involves assessment and observations by teachers and other professionals within school. This helps determine the level of support and provision the young person will need to make successful progress. This influences the level of funding required.

To make sure pupils have the best possible opportunities to perform at their full potential during external assessment (SATs) , special access arrangements are arranged for pupils who need it.

This can include:

- Extra time
- Use of a laptop
- Modified language papers
- Reader
- Scribe
- Oral modifier

The SENDCo is responsible for collating information received from subject teachers, SALT, Educational Psychologist, Reading Support and other professionals along with information contained in the IDP or EHCP .

As a school we recognise that there are many transition points that our pupils find difficult. We aim to reduce the anxiety caused by changes in class, changes in staffing, movement between establishments by using transitional documents.

New pupils are provided with induction booklets which includes pictures of key staff, the names of pupils in their new class and pictures of key rooms.

When pupils change class they are given a sheet with the names and pictures of their new staff and the names of pupils in their new class.

Micro- transitions are supported by the use of visuals within class and teaching assistants. Changes boards in class inform pupils of last-minute changes and the Monday morning assembly focuses on any changes for the week.

Some pupils require more support than others with regard to transition. As part of our individual response to pupil's individual need this is catered for.

Refer to the Managing of the Medical Conditions of Pupils Policy for further information on how pupil's medical conditions are successfully managed within school.

### **Section 8: Supporting pupils at school with medical conditions**

We recognise 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.

The school complies with its duties under the Equality Act (2010) and the SEND Code of Practice (2014).

The School Nurse oversees the medical support and provision for all pupils at school with medical conditions. She is available to provide and/or organise training and guidance for staff working with pupils with medical conditions (refer to the Managing of the Medical Conditions of Pupils Policy).

### **Section 9: Monitoring and evaluating SEND**

SEND provision throughout the school is regularly monitored and evaluated. Ultimate responsibility for making sure the provision is appropriate for the needs of the young person lies with the SENDCo and SLT.

Monitoring takes place through:

- Learning walks
- Pupil progress meetings
- Monitoring of IEPs
- Monitoring and moderating of teachers planning and marking

- Annual Review process
- Review of clinical profiles

Pupil, parent and staff views are sought through annual questionnaires.

Pupils have the opportunities to put forward their views and suggestions during school council and Pupil Voice meetings.

Parents and pupils are encouraged to contribute to the Annual Review process.

Trustees are aware of their responsibility to SEND. A SEND update is provided as part of the termly report to the Board.

## **Section 10: Training and Resources**

As all pupils have identified SEND, all staff have expertise in working with young people with special educational needs.

Training needs of staff may be identified during the staff appraisal stage, or through audits of staff skills and knowledge.

Whole school training is provided if it is decided there is a specific need that is not being met.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school will work to be Autism Accredited by NAS and will have a minimum requirement for all staff to undertake online Autism training from NAS.

The school will be a member of NASEN and staff regularly attend conferences and training hosted or recommended by NASEN.

The school will be a member of the National Association of Special Schools (NASS) and senior staff attend conferences and training recommended by NASS.

The SENDCo has close links with all the Local Authorities who place young people at AVPS and regularly attends any training provided.

The SENDCo will attend and contributes to any SENDCo meetings arranged by Sefton Local Authority, to ensure the school is kept up to date of any national or local updates.

### **Section 11: Roles and responsibilities**

There is a named SEN Governor who is kept up to date with any changes in place relating to SEND provision. Regular meetings are held to discuss any issues and they have the opportunity to observe Annual Review meetings or examine the SEN paperwork.

There is a SENDCo who has had appropriate training.

There is a designated safeguarding lead and supporting teams of home/school liaison and pastoral care.

There is a member of staff with responsibility for Pupil Premium (L.Thompson).

There is a team of staff with responsibility for CLA children (L.Thompson).

There is a member of staff responsible for meeting the medical needs of pupils (the school nurse).

### **Section 12: Storing and managing information**

All staff are aware of the highly confidential nature of the information held on young people with SEND. As such all information is stored in line with the school policy on Data Protection and Confidentiality policy and GDPR.

### **Section 13: Reviewing the policy**

This policy will be reviewed when there any changes to government legislation/guidance and at least annually from the date of writing and the date of subsequent reviews. This will be the responsibility of the SENDCo.

## **Section 14: Accessibility**

The school follows the statutory responsibilities placed on it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The accessibility plans and strategies are available on request.

The school operates a whole school inclusion ethos regardless of disability. The school recognises that each young person is different, and this demands a curriculum which is differentiated – a curriculum that meets the needs of the individual young person.

It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all pupils have full access to the curriculum.

Parents will be able to communicate regularly with key members of staff through their preferred method of communication. This can be via home/school books, email, telephone conversations or face-to-face meetings at a time agreed by the member of staff so as not to disrupt their duties with pupils.

## **Section 15: Dealing with complaints**

Our school prides itself on having close communication with parents and other professionals.

In the unusual event that someone is not entirely happy with something related to school practice, initially the normal first point of contact should be informed (i.e. class teacher, teaching assistant or key worker). Alternatively, if the concern raised is in regard to a staff member contact should be with the Head Teacher.

If they are unable to resolve the dispute then the complaints procedure should be followed (refer to Complaints Policy), this is available on request, or accessible through the school website.

## **Section 16: Bullying**

We operate a zero tolerance to bullying. It is recognised that bullying can take many forms including name calling, physical bullying, emotional bullying and cyber bullying.

Staff are also aware that the perception of being bullied is as real to the young person as being bullied.

All staff receive training on the signs of a pupil being bullied including being the victim of cyber bullying.

All incidents of bullying are recorded and reported to parents (refer to anti-bullying policy). The anti-bullying co-ordinators work with the victims and perpetrators of bullying to find a resolution.

The zero tolerance to bullying has a high profile throughout school, particularly during anti-bullying weeks.

School staff are available to provide advice about e-safety and staying safe on social media.

### **Special Educational Needs (SEN) Report 2024**

#### **Age range, gender and specialist provision:**

5-11 mixed gender

Acre View Primary School offers specialist provision for children who have an EHCP with a diagnosis of ASC or on the pathway to receive an ASC diagnosis. This can be co-occurring with other conditions such as ADHD, ADD, OCD, demand avoidant profile, speech and language difficulties, sensory processing difficulties, attachment difficulties and other anxiety related conditions.

Due to the vast range of specialisms present in the staff team a wide range of cognitive ability and need can be catered for.

However, the school is not suitable for PMLD (Non-ambulant) or severe learning difficulties (SLD).

#### **Capacity:**

**48**

**Contact details:**

**Other information:**

The on-site provision includes Education, Speech and Language Therapy, Occupational Therapy, School Nurse.

The school complies with the National Standards and Competency Framework of the Autism Education Trust and these frameworks are allied to the schools performance management structures.

# Acre View Primary School



## English as an Additional Language (EAL) Policy

## **Overview**

Everyone at our school has the right to an outstanding level of education.

This policy is a statement of Acre View Primary School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

## **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes:

- Recognising and valuing their home language and background.
- Creating awareness that bilingualism can be a useful learning tool.
- Recognising that all EAL pupils can make a valuable contribution to their school community.

We take a whole school approach through the SMSC curriculum to support EAL pupils.

## **Aims of the EAL Policy**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures to meet the

### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### **2. Diversity**

needs of pupils who have English as an additional language (EAL); therefore, raising pupil achievement and aspirations.

The key principles are:

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

#### **1. Objectives of the EAL Policy**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their cognitive abilities.
- To develop rigorous monitoring, evaluating and review systems.

#### **2. Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understanding cannot be assumed, but must be made explicit.
- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### **3. The Context of the School**

At our school, there are very few pupils where English is not their first language.

Through the admissions procedure, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience

The SENDCo has responsibility for ensuring the right level of support is in place to support a pupil where English is an additional language. The level of support in place will be determined by the stage of language acquisition the pupil is at.

### **5 Stage Model for Language Acquisition**

#### **A. New to English**

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

#### **B. Early Acquisition**

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.

- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

### C. Developing Competence

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

### D. Competent

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

### E. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## **6. Assessment**

All EAL pupils are assessed in line with the school's assessment procedures. Progress in the acquisition of English is regularly assessed and monitored. Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

# **Acre View Primary School**



## **English as an Additional Language (EAL) Policy**

## **Service Provision**

The SALT department is managed by the Lead Speech and Language Therapist who is line managed by a member of the Senior Leadership Team.

The Speech and Language Therapy provision will be provided by qualified Speech and Language Therapists registered by their professional body, the Royal College of Speech and Language Therapists (RCSLT) and with the Health and Care Professions Council (HCPC).

The SALT provision is delivered according to the professional standards detailed and published by the Royal College of Speech and Language Therapists.

The Lead Speech and Language Therapist has supervision delivered by an external Specialist SALT. The other members of the SALT Team are supervised by the Lead SALT.

The department adopt a strength based, child-centred approach, where Speech and Language Therapy is delivered as an integral part of education.

### **Primary aims underlying provision are as follows:**

- To provide children and young people, with quality and clinically-effective specialist Speech and Language Therapy, through a holistic, neuro-affirming, trauma informed and individualised approach, to optimise learning and maximise positive outcomes. Quality, evidence-based practice, and clinical outcomes, underpin decision making.
- To complete SALT screenings and assessments as required to support the greater understanding of a child's strengths, difficulties and needs and the impact this has on their social and communication development.
- To provide the school and other stakeholders with advice regarding SALT intervention and the associated needs of children with a social communication difficulty, therefore informing school of the general level of service requirement necessary in order for those needs to be met.
- To take the lead in establishing staff understanding and awareness of the difficulties and challenges experienced by children with a social communication difficulty.
- To integrate each child's SALT requirements as fully as possible into the IEP in collaboration with education staff.
- To be as accessible as possible to parents and or carers to maximise progress for their child.
- To liaise with other professionals in house and from other external agencies to share good practice and information.

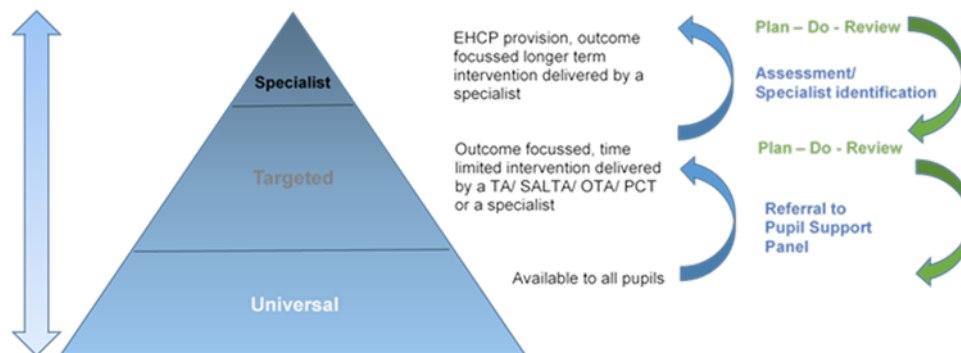
- To take responsibility for ensuring Continuing Professional Development (CPD) of Speech and Language Therapists in school is up to date and appropriate clinical supervision is in place to maintain professional standards.

### **Access to the Speech and Language Therapy Department**

Access to the department is determined by a therapist, either through:

- A child's EHCP
- An 'in-house referral' made to the SALT department via the Pupil Support Panel
- A Therapist identified need

Provision follows the 3-tiered approach in line with the assess, plan, do review cycle.



### **The Service provided includes:**

- Assessment/ observations with reports written for Annual Review meetings or as required.
- Direct interventions as required and deemed necessary by the Therapist and EHCP/Statement requirements.
- Specific intervention programmes
- Joint interventions e.g. with Occupational Therapy
- Working with child in the school e.g. classroom setting; implementing SALT / IEP targets; embedding practice; differential diagnosis; trialling visual supports / therapeutic interventions or approaches; modelling or demonstration to staff in context; targeting generalisation and/or transference of skills across different contexts / with a wider range of people
- Further opportunity for liaison, planning, target setting with Teachers, Teaching Assistants and wider school team
- Monitoring the progress of child through formal and informal assessment, observations, MDT discussions; and provision of updated episode of care reports and IEP targets
- Liaison and targeted work as necessary with parents / carers
- Provision of training and workshops for school staff as required

- Further information about processes and specific interventions is available on request.

Where the service provision to the child involves another member of staff i.e. a teaching assistant following a targeted programme of work, the work undertaken will be carried out under the supervision of a qualified Speech and Language Therapist.

### **Consent**

As SALT is an integral part of provision at AVPS, by accepting a placement at the school consent is assumed for therapeutic interventions. Consent can be removed by a person with parental responsibility by informing the Lead SALT in writing.

### **Archiving casenote files and record keeping**

Case note files (and paperwork) relating to all pupils, are maintained electronically in line with GDPR, HCPC and RCSLT legal requirements. The previous paper case note files are stored and archived following the SALT procedures.

### **Review**

Each child's therapy targets are regularly reviewed and adjusted accordingly. This is done in accordance with RCSLT and HCPC guidance.

Therapists follow school policies and complete mandatory training relating to legal obligations and code of conduct i.e. GDPR, Safeguarding, PRICE

# Acre View Primary School



## Occupational Therapy (OT) Policy

## **Service Provision**

The Occupational Therapy Service is provided by qualified Occupational Therapists registered with the Health and Care Professions Council (HCPC), maintaining professional standards set by both HCPC and their professional body, the Royal College of Occupational Therapists (RCOT). Occupational Therapy Assistants (OTAs) or Occupational Therapy Apprentices may support the delivery of the service under supervision and guidance from HCPC registered Occupational Therapists.

Liaison with local NHS colleagues and those in similar non-maintained settings is encouraged, in order to share good practice and maintain consistency in professional practice.

This policy is guided by the Acre View Primary School values in addition to:

- Neurodiversity-Affirming Practice
- Trauma-Informed Practice
- Strengths-Based Approach
- Occupation and sensory focus.

It is underpinned by Occupational Therapy models such as the Person-Environment-Occupation (PEO) model, which recognizes the interconnectedness of the person, their environment, and occupations in enabling occupational performance, and embraces the principles of "doing, being, becoming, and belonging".

### **The Primary aims underlying provision are as follows:**

- To enhance the overall well-being and participation in daily life for pupils. This is achieved by analysing the detail behind functional challenges to provide strategies, recommend ways to build skills, or address barriers.
- To enable environments that feel as safe as possible and to build trusting and respectful therapeutic relationships, so that pupils feel comfortable with taking part.
- To explain the scope and purpose of Occupational Therapy to pupils, parent/carers, and school staff, actively listen and consider their priorities for assessment and intervention alongside the Occupational Therapists' specialist skills and knowledge, previous reports, and advice from external professionals and/or departments within the school.
- To complete Occupational Therapy screenings and assessments in order to establish and communicate what the young person's foundational abilities are and how they may impact on function and learning throughout their school journey and beyond.
- To advise school staff on Occupational Therapy interventions that can support the pupil with how to build on their functional skills and abilities outside of OT sessions.

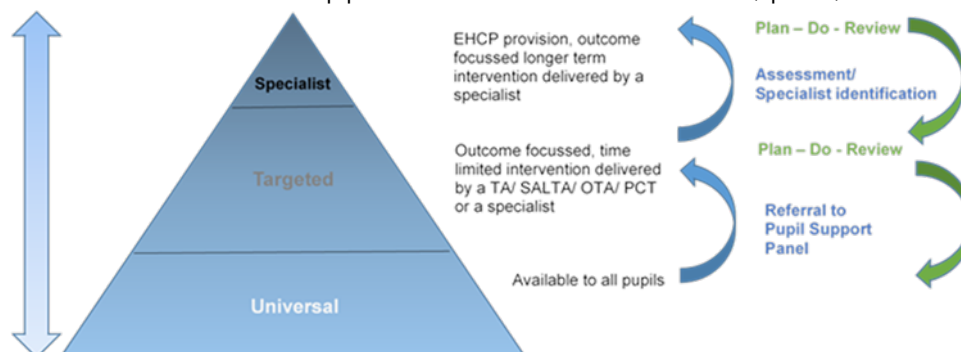
- To integrate each child's Occupational Therapy requirements as fully as possible into the IEP, and to meet each child's needs in collaboration with teaching and care staff.
- To take the lead on establishing neurodivergent inclusive sensory environments and approaches across the school together with sensory integration trained Speech and Language Therapists where relevant.
- To communicate with parents/carers, including them in assessments where relevant and advising on how pupils can carry-over and generalise new skills into home life as appropriate. Advice on Activities of Daily Living (ADLs) related to the young person being able to attend school can be included, referring to community services for further assessment and intervention where required.
- To liaise with Speech and Language Department, Medical Department, Pastoral, Psychologist, and other departments within the school for service improvement and best practice when working with individual pupils.
- To advise and support with projects led by the wider school departments, for example the classroom staff may teach and support the building of independence skills. The Occupational Therapist may advise on the physical environment and discuss the tasks taught, and then if classroom staff come across barriers and challenges they can ask the Occupational Therapist to assess how the task or environment can be adapted or which foundational skills and abilities could be worked on to support achievement.
- To take responsibility for ensuring Continuing Professional Development (CPD) of Occupational Therapists in school is up to date and appropriate clinical supervision is in place to maintain professional standards.

### **Access to the Occupational Therapy Department**

Access to the department is determined by a therapist, either through:

- A child's Statement of Special Educational Needs / EHCP/ IDP
- An 'in-house referral' made to the OT department via the Pupil Support Panel
- A Therapist identified need

Provision follows the 3-tiered approach in line with the assess, plan, do review cycle.



### **The Service provided includes:**

- Assessment/ observations with reports written for Annual Review meetings or as required.
- Direct interventions as required and deemed necessary by the Therapist and EHCP/Statement requirements.
- Specific intervention programmes
- Joint interventions e.g. with Speech and Language Therapy, Pastoral Care Team
- Working with child in the school e.g. classroom setting; implementing OT / IEP targets; embedding practice; differential diagnosis; trialling visual supports / therapeutic interventions or approaches; modelling or demonstration to staff in context; targeting generalisation and/or transference of skills across different contexts / with a wider range of people
- Further opportunity for liaison, planning, target setting with Teachers, Teaching Assistants and wider school team
- Monitoring the progress of child through formal and informal assessment, observations, MDT discussions; and provision of updated episode of care reports and IEP targets
- Liaison and targeted work as necessary with parents / carers
- Provision of training and workshops for school staff as required
- Training/workshops for parents/carers upon request, or according to identified need.
- Further information about processes and specific interventions is available on request.

Where the service provision to the child involves another member of staff i.e. a teaching assistant following a targeted programme of work, the work undertaken will be carried out under the supervision of a qualified Occupational Therapist.

### **Consent**

As OT is an integral part of provision at WKS, by accepting a placement at the school consent is assumed for therapeutic interventions. Consent can be removed by a person with parental responsibility by informing the OT in writing.

### **Archiving casenote files and record keeping**

Case note files (and paperwork) relating to all pupils, are maintained electronically in line with GDPR, HCPC and RCSLT legal requirements. Paper assessments and screening forms are stored in a locked filing cabinet.

### **Review**

Each child's therapy targets are regularly reviewed and adjusted accordingly. This is done in accordance with RCSLT and HCPC guidance.

Therapists follow school policies and complete mandatory training relating to legal obligations and code of conduct i.e. GDPR, Safeguarding, PRICE.

# Acre View Primary School



## Children Looked After (CLA) Policy

### **Statement of intent:**

Educational achievement and subsequent life chances for CLA and previously-CLA are of real concern. Pupils who are looked after require special treatment and additional attention in order to improve their situation.

Acre View Primary School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for CLA realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

## **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2024) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- Equality Act 2010 and does not discriminate against pupils or their families because of their protected characteristics:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity

- Marriage or civil partnership
- Sexual orientation
- 

1.2. This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- One-to-One Tuition Policy
- Behavioural Policy
- Home School Agreement
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- SEND Policy

## **2. Definitions**

2.1. "Children Looked After (CLA)" are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

2.2. "Previously-CLA" are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

## **3. Roles and responsibilities**

3.1. The headteacher is responsible for:

- Ensuring the school has a coherent policy for CLA and previously-CLA.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for CLA and previously-CLA has received the appropriate training.

- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
- Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep CLA and previously-CLA safe.
- Ensuring CLA and previously-CLA have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the annual report produced by the designated teacher to evaluate the progress of CLA in the school.
- Ensuring they receive feedback from the Designated Teacher regarding the effectiveness of the policy on an annual basis.

3.2. The virtual school head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CLA, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to CLA and previously-CLA.
- Working with the school to ensure all CLA in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CLA.
- Acting as a source of advice and information to help parents of previously-CLA as effectively as possible.
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the CLA who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the Head Teacher and designated teacher if they have a pupil on roll who is looked after by the LA.
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's Personal Education Plan (PEP).
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all CLA.

- Avoid delays in providing suitable educational provision.
- Ensure the education achievement of CLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
- Report regularly on the attainment, progress and school attendance of CLA through the authority's corporate parenting structures.

3.3. The headteacher is responsible for:

- Appointing the designated teacher for CLA and previously-CLA.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the School Board annually on the following:
- The number of CLA and previously-CLA in the school
- An analysis of assessment scores as a cohort, compared to other pupil groups
- The attendance of CLA and previously-CLA, compared to other pupil groups

The level of fixed term and permanent exclusions, compared to other pupil groups

- Ensuring all members of staff are aware that supporting CLA is a key priority.
- Promoting the advantages of actively challenging negative stereotypes of CLA.

3.4. The designated teacher for CLA and previously-CLA is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to CLA and previously-CLA.
- Promoting the educational achievement of CLA and previously-CLA at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring CLA are involved in setting their own targets.
- Advising staff on teaching strategies for CLA.
- Ensuring that CLA are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Working with the child's VSH and social worker to develop and implement their PEP.

- Working with the Head Teacher to submit an annual report to the School Board, which details the progress of all CLA and previously-CLA.

3.5. The DSL is responsible for:

- Keeping up-to-date records of CLA's respective social worker and VSH.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

3.6. The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA and previously-CLA.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously-CLA.

3.7. Staff are responsible for:

- Being aware of CLA and previously-CLA and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards CLA and previously-CLA.
- Promoting the self-esteem of CLA and previously-CLA.

#### **4. Personal Education Plan (PEP)**

4.1. All CLA must have a care plan; PEPs are an integral part of this care plan.

4.2. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential.

4.3. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

4.4. The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.

4.5. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

4.6. The PEP will address the pupil's full range of education and development needs, including:

- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.

- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers interest development, providing guidance which focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

## **5. Working with agencies and the VSH**

5.1. The school will ensure that copies of all relevant reports are forwarded to the CLA social workers, in addition to carers or residential social workers.

5.2. The school will coordinate their review meetings; for example, hold their annual review of CLA with their statutory care review.

5.3. The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard CLA and previously-CLA.

5.4. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

5.5. The designated teacher for CLA and previously-CLA will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

5.6. Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.

5.7. The designated teacher will communicate with the VSH and agree on how pupil premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress.

5.8. PP+ for previously-CLA will be allocated directly to, and managed by, the school.

5.9. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of CLA, or previously-LAC, and according to their needs.

5.10. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

5.11. The designated teacher will ensure consistent and strong communication with the VSH regarding CLA who are absent without authorisation.

5.12. The school will share their expertise on what works in supporting the education of CLA and previously-CLA.

## **6. Training**

6.1. The designated teacher and other school staff involved in the education of CLA and previously-CLA have received the appropriate training, this includes information about the following:

- School admissions arrangements
- SEND

- Attendance
- Exclusions
- Homework
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting pupils to be aspirational for their future education, training and employment
- Safeguarding

## **7. Pupil mental health**

7.1. CLA and previously-CLA are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

7.2. The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on CLA and previously-CLA, and knows how to access further assessment and support, where necessary.

7.3. A strengths and difficulties questionnaire will be used as directed by social workers to help social care and other relevant professionals to form a view about CLA and previously-CLA's current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.

## **8. Exclusions**

8.1. Past experiences of CLA and previously-CLA will be considered when designing and implementing the school's Behaviour Policy.

8.2. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any CLA.

8.3. Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.

8.4. Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

8.5. The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

## **9. Pupils with SEND**

9.1. The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress.

9.2. If appropriate, the VSH will be invited to comment on proposed SEND provision for previously-CLA.

## **10. Information sharing**

10.1. Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CLA and previously-CLA are understood and met.

10.2. The arrangements set out include:

- Who has access to information on CLA and previously CLA and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

## **11. Monitoring and review**

11.1. This policy will be reviewed on an annual basis by the SENCO.

# Acre View Primary School



## Pupil Premium Policy

## **Statement of intent**

At Acre View Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for CLA and previously CLA.
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

### **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010 and does not discriminate against pupils or their families because of their protected characteristics:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation
- ESFA (2019) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (updated 2022) 'The EEF Guide to the Pupil Premium'

## 2. PPG allocation rates

2.1. For the academic year 2024 to 2025, grant allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,480
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£1,050
CLA as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,570
P-CLA who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,570
<b>Service children</b>	<b>Grant amount per pupil</b>
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

## 3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

## 4. How PPG can be spent

- 4.1. Under the terms of the PPG, the funding may be spent in the following ways:
  - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
  - For the benefit of pupils registered at other maintained schools or academies.
  - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- 4.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

## **5. Our long-term strategy for success**

5.1. We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting the pupil premium lead, trustees, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

5.2. We will be adopting a long-term three-year strategic plan from 2020, aligned to the wider school improvement strategy, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

5.3. We will conduct light-touch annual reviews to inform the plan and form the school's pupil premium statement.

5.4. We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

5.5. The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.

5.6. We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

5.7. We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.

- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.

## **6. A tiered approach to PPG spending**

6.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1: Teaching

2: Targeted academic support

3: Wider strategies

6.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we may spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

6.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We may spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

6.4. Wider strategies are used to overcome non-academic barriers to success. We may spend the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

## **7. Use of the CLA and PCLA premiums**

7.1. The CLA premium is managed by the LA's designated virtual school head (VSH).

7.2. The premium is used to benefit a pupil's educational needs as described in their PEP.

7.3. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

7.4. The CLA premium is used to facilitate a wide range of educational support for CLA.

- 7.5. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- 7.6. The designated teacher works with the VSH to ensure that all available funding is spent.
- 7.7. PCLA premium is allocated directly to the school.
- 7.8. PCLA premium is not a personal budget for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- 7.9. CLA premium is allocated for use with individual children.

## **8. Example interventions**

- 8.1. We may utilise the following achievement focussed interventions:
- Providing one-to-one and small group work to address pupils' specific knowledge gaps
  - Creating additional teaching and learning opportunities using TAs
  - Targeting English and maths teaching for pupils who are below target.
  - Targeting pupils who require additional help to reach their expected progress that academic year.
- 8.2. We may utilise the following teaching focussed interventions:
- CPD training for staff
  - Teaching development programme delivered by external experts
  - Courses that support teacher development.
- 8.3. We may utilise the following wellbeing focussed interventions:
- One-to-one counselling sessions
  - Access to pastoral activities to support wellbeing.
  - Allocating funds to enable pupils to participate in extra-curricular activities
  - Allocating funds to enable pupils to experience a broad range of SMSC activities.
- 8.4. We may utilise the following communication focussed interventions:
- Vocabulary interventions for pupils with poor oral language and communication skills
  - 1:1 and small group activities led by an experienced member of staff and supported by SALT to develop communication skills.
  - SALT programs designed to support interaction and social skills.
  - Support for pupils to access a range of offsite trips and experiences
- 8.5. We may utilise the following independence focussed interventions:
- Work experience opportunities
  - Opportunities to buddy other pupils.

## **9. Use of the service pupil premium (SPP)**

9.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

9.2. Pupils qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

9.3. The school does not combine the SPP with any other form of PPG.

9.4. SPP spending is accounted for separately to any other form of PPG.

9.5. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

9.6. The school does not use the SPP to subsidise routine school activities.

## **10. Accountability**

10.1. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

10.2. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

10.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

10.4. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

10.5. The school publishes its strategy for using the pupil premium on the school website.

## **11. Reporting**

11.1. The Designated Teacher reports annually to the head teacher, School Board and parents/carers regarding how effective PPG spending has been and what impact has been made.

- 11.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the headteacher and the School Board.
- 11.3. The EEF's DIY Evaluation Guide is used to measure the impact of our spending.
- 11.4. Information regarding PPG spending is published on the school website.
- 11.5. For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## **12. Pupil premium reviews**

- 12.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.
- 12.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.
- 12.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 12.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 12.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- 12.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 12.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 12.8. At the end of the review, the school will have an improved strategy and plans to implement it.

## **13. Overpayments**

- 13.1. The school will repay any overpayment of PPG by the LA.

# Acre View Primary School



## Provision Statement

**The staff team comprises of:**

Specialist Teachers

Higher Level Teaching Assistants

Teaching Assistants

Speech and Language Therapists

Occupational Therapist

School Nurse

**Provision**

Provision at the school is provided in 3 tiers:

- Universal
- Targeted
- Specialist

**Universal provision**

Universal provision is available to all pupils.

This includes:

Area of Need	Provision
Cognition and Learning	<ul style="list-style-type: none"> <li>• Access to small class groups with a high staff: pupil ratio.</li> <li>• Individual support within the learning environment to build self-esteem around learning tasks and develop resilience.</li> <li>• Access to a broad and balanced curriculum using a multi-sensory teaching and learning approach with particular focus on the teaching of literacy and numeracy skills.</li> <li>• Daily phonics sessions with specialist teacher if required.</li> <li>• Creative opportunities to enable engagement with learning tasks and for individual's to experience success.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs.</li> <li>• The regular use of visuals to support learning with information broken down into manageable chunks and the opportunity for over-learning.</li> <li>• Opportunity to be taught alongside and socialise with a similarly functioning peer group.</li> <li>• Consistent monitoring of progress by class and subject teachers. Progress will be reported formally each term by the pupil progress report sent out to parents. Normative testing is completed annually and included in the Annual Review report. Regular updates on progress will be fed back to parents verbally or through email.</li> </ul>

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> <li>• Access to small class groups with a high staff: pupil ratio.</li> <li>• Weekly Speech and Language Therapist led small group sessions to develop social communication skills including turn taking in conversation and remaining on topic.</li> <li>• Curriculum planned and delivered with advice from SALT to support the development of social communication skills.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs.</li> <li>• Opportunity to be taught alongside and socialise with a similarly functioning peer group.</li> <li>• Opportunities for social interaction in a variety of settings – within and outside the classroom; social</li> </ul>
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	<p>interactions are structured and monitored to enable effective modelling of behaviour.</p> <ul style="list-style-type: none"> <li>• Consistent monitoring of progress by a qualified Speech and Language Therapist. Progress will be reported formally at the Annual Review by a written report and attendance at the meeting by the Speech and Language Therapist. Regular updates on progress will be fed back to parents verbally or through email.</li> </ul>
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> <li>• Access to small class groups with a high staff: pupil ratio.</li> <li>• Access to a functional skills programme, tailored to an individual's specific needs, promoting</li> </ul>

	<p>independence, keeping safe and the skills needed for daily living.</p> <ul style="list-style-type: none"> <li>• Opportunities for social interaction in a variety of settings – within and outside the classroom; social interactions are structured and monitored to enable effective modelling of behaviour.</li> <li>• Direct teaching of emotional literacy to develop emotional intelligence and ability to self-regulate.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs including attachment difficulties.</li> <li>• Access to an appropriate personal development programme reflecting on personal and social relationships and citizenship.</li> <li>• Structured social times, such as lunchtimes and break times. This will enable social interactions to be supported and monitored by the positive modelling of staff and selected peers.</li> <li>• Staff trained in Therapeutic Crisis Intervention to support the de-escalation of situations to reduce the need for physical intervention to keep individuals and others safe.</li> <li>• Staff working with pupils who are able to access immediate advice on strategies and support from the school Clinical Psychologist.</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Further investigation and monitoring of sensory needs by the school Occupational Therapist who has specialisms in Sensory integration and modulation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to the school Occupational Therapy suite which includes specialist equipment.</li> <li>• Access to the school outdoor areas which include the Adventure Playground and outdoor gym equipment.</li> <li>• Access to specific sensory/ OT equipment as needed.</li> <li>• Access to the Zones of Regulation programme which supports the development of self-regulation and emotional control. The programme covers how to identify feelings and level of alertness; effective self-regulation tools; when and how to use these tools; problem solving to identify positive solutions; understanding how behaviours influence others' thoughts and feelings. This is delivered jointly by the OT, Speech and Language Therapist and Class Teaching Assistants and overseen by the school OT.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs including the recognition of the flexibility of approach needed when working with young people with diverse sensory needs.</li> <li>• Access to a functional skills programme, tailored to an individual's specific needs, promoting independence and the skills needed for daily living.</li> <li>• Consistent monitoring of progress by a qualified Occupational Therapist if required. Progress will be reported formally at the Annual Review by a written report and attendance at the meeting by the Occupational Therapist. Regular updates on progress and the setting of new goals will be discussed with parents and key education staff.</li> </ul>
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## **Targeted Provision**

Targeted provision is short-term, outcome led interventions which can be delivered by:

- Teaching Assistants supervised by specialist staff
- SALT
- OT

Pupils requiring targeted provision are referred via the Pupil Support Panel. The level of support, who delivers it and the time-scale it will be delivered over is agreed by the Panel and reviewed every 6 weeks.

## **Specialist Provision**

Specialist provision is identified in the pupils' EHCP/ Statement of SEN. This is provided by the specialist staff as required in the EHCP/ Statement of SEN.

If an additional need is identified by the therapists in school requiring specialist provision this is put in place via the Panel process. This is followed up with a request it is included in the EHCP/ Statement of SEN during the Annual Review process.

As with targeted provision, this is outcome led and progress is reviewed regularly by the delivering specialist staff.

# Acre View Primary School



## Accessibility Plan

## **Aims of the Accessibility Plan**

This plan outlines how Acre View Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The School Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.

- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan will also be reviewed where the school has undergone a refurbishment.

The accessibility audit

The School Board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

**Access to the curriculum** – the School Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

**Access to the physical environment** – the School Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

**Access to information** – the School Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the School Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

**Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid

**Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

**Visual disabilities** – this includes those with visual impairments and sensitivities

**Auditory disabilities** – this includes those with hearing impairments and sensitivities

**Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

# Acre View Primary School



## Intimate Care Policy

## **1) Principles**

- 1.1 The School Board will act in accordance with the Education Act 2011 and the national guidance 'Safeguarding Children and Safer Recruitment in Education' (2011) to safeguard and promote the welfare of pupils at this school.
- 1.2 This school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a pupil's intimate care needs is one aspect of safeguarding.
- 1.3 The School Board recognises its duties and responsibilities in relation to the Equalities Act 2010 which requires that any pupil with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.
- 1.4 This intimate care policy should be read in conjunction with the schools' policies as below:
  - Safeguarding Policy
  - Special Educational Needs and Disability Policy
- 1.5 The School Board is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.
- 1.6 We recognise that there is a need to treat all pupils, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The child's welfare is of paramount importance and his/her experience of intimate and personal care should be a positive one. It is essential that every pupil is treated as an individual and that care is given gently and sensitively: no pupil should be attended to in a way that causes distress or pain.
- 1.7 Staff will work in close partnership with parent/carers and other professionals to share information and provide continuity of care.
- 1.8 Where pupils with complex and/or long term health conditions have a health care plan in place, the plan should, where relevant, take into account the principles and best practice guidance in this intimate care policy.
- 1.9 This Intimate Care Policy has been developed to safeguard children and staff. It applies to everyone involved in the intimate care of children.

## **2) Child focused principles of intimate care**

The following are the fundamental principles upon which the Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.

- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
  - Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.
  - Every child has access to the hygiene suite facilities if requested.

### **3) Definition**

3.1 Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

3.2 It also includes supervision of pupils involved in intimate self-care.

### **4) Best Practice**

4.1 Pupils who require regular assistance with intimate care have written Individual Care Plans agreed by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. Ideally the plan should be agreed at a meeting at which all key staff and the pupil should also be present wherever possible/appropriate. Any historical concerns (such as past abuse) should be taken into account. The plan should be reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g. for residential visits or staff changes (where the staff member concerned is providing intimate care). They should also take into account procedures for educational visits.

4.2 Where relevant, it is good practice to agree with the pupil and parents/carers appropriate terminology for private parts of the body and functions and this should be noted in the plan.

4.3 Where a care plan or EHCP is **not** in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (eg has had an 'accident' and wet or soiled him/herself). It is recommended practice that information on intimate care should be treated as confidential and communicated in person or by telephone.

4.4 Accurate records should also be kept, using the CPOMS system, when a child requires assistance with intimate care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child's behaviour. It should be clear who was present in every case.

- 4.5 In relation to record keeping, a written record should be kept in a format agreed by parents and staff every time a child has an invasive medical procedure, e.g. support with catheter usage (see afore-mentioned multi-agency guidance for the management of long term health conditions for children and young people).
- 4.6 All pupils will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual pupil to do as much for his/herself as possible.
- 4.7 Staff who provide intimate care should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.
- 4.8 Staff will be supported to adapt their practice in relation to the needs of individual pupils taking into account developmental changes such as the onset of puberty and menstruation.
- 4.9 There must be careful communication with each pupil who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc) to discuss their needs and preferences. Where the pupil is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.
- 4.10 Staff who provide intimate care should speak to the pupil personally by name, explain what they are doing and communicate with all children in a way that reflects their ages.
- 4.11 The intimate care plan should be followed each time intimate care is provided, this will state the usual staffing requirements required.
- 4.12 The religious views, beliefs and cultural values of children and their families should be taken into account, particularly as they might affect certain practices or determine the gender of the member of staff supporting intimate care.
- 4.13 Adults who assist pupils with intimate care should be employees of the school, not students or volunteers, and therefore have the usual range of safer recruitment checks, including enhanced CRB checks.
- 4.14 All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.
- 4.15 Health & Safety guidelines should be adhered to regarding waste products, if necessary, advice should be taken from the DCC Procurement Department regarding disposal of large amounts of waste products or any quantity of products that come under the heading of clinical waste.
- 4.16 No member of staff will carry a mobile phone, camera or similar device whilst providing intimate care.
- 4.17 Staff should always wear gloves and an apron, where appropriate, when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any

soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should then be placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste. Staff should be aware of the school's Health and Safety policy.

4.18 Where appropriate, Staff who provide intimate care will be trained to do so (including Child Protection and Health and Safety training in lifting and moving) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required.

## **5) Child Protection**

5.1 The Governors and staff at this school recognise that pupils with special needs and who are disabled are particularly vulnerable to all types of abuse.

5.2 The school's child protection procedures will be adhered to.

5.3 From a child protection perspective it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a pupil's body. In this school best practice will be promoted and all adults (including those who are involved in intimate care and others in the vicinity) will be encouraged to be vigilant at all times, to seek advice where relevant and take account of safer working practice.

5.4 Where appropriate, pupils will be taught personal safety skills carefully matched to their level of development and understanding.

5.5 If a member of staff has any concerns about physical changes in a pupil's presentation, e.g. unexplained marks, bruises, etc s/he will immediately report concerns to the Designated Safeguarding Officers Daniel Storey or Joanne Mullen. A clear written record of the concern will be completed and a referral made to Children's Services Social Care if appropriate, in accordance with the school's child protection procedures. Parents/carers will be asked for their consent or informed that a referral is necessary prior to it being made but this should only be done where such discussion and agreement-seeking will not place the child at increased risk of suffering significant harm.

5.6 If a pupil, or any other person, makes an allegation against an adult working at the school this should be reported to the headteacher (or to the Chair of the School Board if the concern is about the headteacher) who will consult the Local Authority

Designated Officer. It should not be discussed with any other members of staff or the member of staff the allegation relates to.

5.7 Similarly, any adult who has concerns about the conduct of a colleague at the school or about any improper practice will report this to the Headteacher or to the Chair of Governors.

## **6) Physiotherapy**

6.1 Pupils who require physiotherapy whilst at school should have this carried out by a trained physiotherapist. If it is agreed in the Individual Care Plan or EHCP that a member of the school staff should undertake part of the physiotherapy regime (such as assisting children with exercises), then the required technique must be demonstrated by the physiotherapist personally, written guidance given and updated regularly. The physiotherapist should observe the member of staff applying the technique.

6.2 Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.

6.3 Any concerns about the regime or any failure in equipment should be reported to the physiotherapist.

## **7) Medical Procedures**

7.1 Pupils might require assistance with invasive or non-invasive medical procedures such as the administration of rectal medication, managing catheters or colostomy bags. These procedures will be discussed with parents/carers, documented in the Individual Health Care plan or EHCP and will only be carried out by staff who have been trained to do so.

7.2 It is particularly important that these staff should follow appropriate infection control guidelines and ensure that any medical items are disposed of correctly.

## **INTIMATE CARE POLICY PARENTAL AGREEMENT FORM**

1. Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas.
2. The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

3. Acre View Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.
4. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.
5. The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves.
6. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.
7. In all circumstances where ongoing support with intimate care is required an individual care plan will be drawn up and followed.
8. When children are supported in relation to intimate care a record will be kept on our online record keeping system, CPOMS, which will include which adults were present and the nature of the support required.
9. Parents have a role to play when their child is still wearing nappies. The parent should provide nappies, disposal bags, wipes, changing mat etc. and parents should be made aware of this responsibility. Schools are responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.
10. Staff should always wear gloves and an apron, where appropriate, when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should then be placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste.

**INTIMATE CARE POLICY - PARENTAL AGREEMENT FORM**

I agree to support the Intimate Care Policy and practice of Acre View Primary School and agree to my child receiving intimate care in line with this policy if required.

Child's Name:..... Class:.....

Signed:..... Parent/Carer Print

Name:..... Date:.....

If you require more information or to discuss your child's needs before completing this form please indicate below and the school SENCO Lindsey Thompson will contact you.

I would like to discuss my child's needs in more detail.

Child's name ..... Class .....

Parents name .....

Date .....

# **Acre View Primary School**



## **Spiritual, Moral, Social and Cultural (SMSC) Policy**

## **SMSC**

### **Statement of intent**

At Acre View Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

### **A whole-school approach to SMSC education**

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

### **Cross-curriculum teaching and learning**

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and teamwork are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.

- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work cooperatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a pupil voice.
- Hearing pupils' voice through discussions
- Establishing monitoring roles for pupils, e.g. class monitors, to allow pupils opportunities to develop and display leadership skills
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking .

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days, for example, Black History month,

- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for in-depth religious study

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

### **Community links**

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

[These links will be formed through a variety of activities, including:

- Community fundraising activities.
- School-community link organisations, e.g. 'friends of' associations.
- Hosting school events to which community members are invited as participants or audience members.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

### **Promoting fundamental British values**

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

# Acre View Primary School



## British Values Policy

## Statement of intent

Acre View Primary School understands the importance of supporting pupils to develop the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

This policy sets out the framework in which the school will ensure that it actively promotes the fundamental British values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught throughout the curriculum; however, the school recognises the importance of integrating the teaching of these values throughout all aspects of pupils' educational life, including through:

- Assemblies.
- Extra-curricular activities.
- Wider opportunities, e.g., educational visits and work experience.
- Literature available at the school.
- The promotion of spiritual, moral, social and cultural (SMSC) understanding.

## Roles and responsibilities

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that the British values are upheld throughout the school.
- Holding executive leaders to account for their performance regarding British values.

The headteacher is responsible for:

- Ensuring that all staff are aware of the requirement to uphold British values through the methods outlined in this policy.
- Ensure that the appropriate procedures are in place to carry out these methods. Disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.

Staff are responsible for:

- Modelling behaviour that respects and adheres to the fundamental British values.
- Ensuring that pupils feel as though their views count and supporting them to develop positive self-esteem.
- Implementing and enforcing this policy and other policies and procedures that reinforce the British values, e.g. the Behaviour Policy.

Teaching staff are responsible for:

- Ensuring that their lessons are inclusive of, and sensitive to, the fundamental British values.

- Ensuring that teaching methods are designed to bolster pupils' self-esteem and that all pupils are given the opportunity to speak and offer their views.
- Ensuring that lessons discuss, pull examples from and are respectful of a diverse array of cultures.

Pupils are responsible for:

- Treating each other and staff with respect, in line with the school's Behaviour Policy.

### **Aims and objectives**

Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

### **Democracy**

Pupils will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK.

Staff will ensure that pupils feel as though their views and opinions matter, and will be given opportunities to talk about their feelings, e.g., through the RSHE and PSHE curriculums.

Pupils will also have numerous opportunities to have their views about the school and their education heard, including through:

- Pupil questionnaires.
- The school council.

Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

### **The rule of law**

The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. Pupils will be taught these values and the reasons behind laws that are essential for their

wellbeing and safety. The school will organise visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message. Pupils will also be taught to understand the importance of their own behaviour, the impact that their behaviour has on others, and the consequences of their behaviour, through the implementation and enforcement of the school Behaviour Policy.

All pupils will be involved in the creation of school rules to inspire them with this understanding. Pupils will be allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

### **Individual liberty**

A safe and supportive environment will be fostered throughout the school, where pupils are actively encouraged to make choices, e.g. regarding their extra-curricular opportunities. Pupils will always have the freedom to base their choices on their interests.

Pupils will be taught about their rights, personal freedoms and personal autonomy, and are encouraged and advised on how to exercise these safely, for instance through teaching on online safety, RSHE and PSHE.

### **Mutual respect and tolerance of those of different faiths and beliefs**

The school will ensure that respect for all individuals, regardless of their protected characteristics and/or backgrounds, is promoted throughout the school. Pupils will be taught about the importance of diversity in British society, and will learn about different cultures, beliefs and backgrounds throughout the curriculum and extracurricular activities.

Staff members will ensure that they always treat everyone, with respect, and will ensure that pupils learn to treat each other and all members of staff with respect as well.

This is reinforced through the school's Behaviour Policy which will sanction disrespectful behaviour and reinforce positive and respectful behaviour.

The school acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.

Throughout the year, assemblies will be held focussing on bullying, with reference to prejudice-based bullying, and discussion with pupils will be encouraged.

The school will encourage pupils of all faiths and religions to share their knowledge and experiences with their peers, as freely as they feel comfortable to, to enhance their learning.

### **Challenging views that go against British values**

The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.

The school does not tolerate discriminatory and prejudicial behaviour, and any pupils displaying this behaviour will be disciplined in line with the Behaviour Policy.

Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school's Prevent Duty Policy.

**Staff training**

Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

# Acre View Primary School



## PSHE Policy

## **Statement of intent**

Acre View Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Pupils will learn to do the following:

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers. PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Relationships and Health Education Policy.

## **Safeguarding**

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and clinical teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer. Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

### **Statement of intent**

At Acre View Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationship's education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.

- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

For the purpose of this policy:

- **“Relationship’s education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the pupils.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting a member of a member of SLT.

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum,
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum

# Acre View Primary School



## Relationship and health education policy

## **Statement of intent**

At Acre View Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationship's education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

### **The headteacher is response for:**

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

### **The RSHE subject leader is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.

- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

### **Teachers are responsible for:**

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of our pupils

### **The SENCO is responsible for:**

Advising teaching staff how best to identify and support pupils' individual needs.

Advising staff on the use of TAs in order to meet pupils' individual needs.

### **Organisation of the curriculum**

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **“Relationship’s education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with a member of SLT

### **Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are also consulted in the review of this policy, and are encouraged to provide their views at any time.

### **Delivery of the curriculum**

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenges for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, depending upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

### **Working with external experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

### **Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programmes are inclusive, and caters to the needs of all pupils. Teachers will adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

### **Curriculum links**

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **Withdrawing from the subjects**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

In the event of the parent asking for the pupil to be withdrawn, the headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

### **Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

### **Staff training**

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on regular basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

### **Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as much as possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content

taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **Monitoring quality**

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through meetings, to evaluate the effectiveness of the subjects and implement any changes.

### **Monitor and review**

This policy should be reviewed annually.

