Orleton CE Primary School   Kimbolton St James CE Primary School

CURRICULUM DELIVERY POLICY SUITE

This policy will be reviewed and updated by the governing body at least annually.

All references to 'the school' imply both Orleton and Kimbolton primary schools.

Date signed off by the governing body: Draft updated Autumn 2022, awaiting sign-off from both Orleton and Kimbolton governing bodies

Signed   Adam Breakwell, Headteacher

          Gill James, Kimbolton Chair of Governors

          Camilla Argyle, Orleton Chair of Governors

Date next review due: Autumn 2023

Introduction

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.' To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities and open and honest feedback that enable pupils (and teachers) to grow and develop.

This suite of policies aims:

• To ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next

• To ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential

This policy suite contains the following chapters:

Chapter 1: Assessment, feedback and marking

Chapter 2: Home learning and remote learning with technology

Chapter 3: Educational visits

Chapter 4: Looked After Children

Chapter 5: Equality policy and information, and accessibility plan

Chapter 6: SEND policy

Chapter 7: Supporting children with medical conditions

Chapter 8: Children with health needs who cannot attend school

Chapter 9: Elective Home Education

Other key school documents to refer to are:

• Safeguarding suite
• Curriculum contents suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

CHAPTER 1: ASSESSMENT, FEEDBACK AND MARKING

1.1 The role of assessment

We endeavour to support all pupils in making progress, while raising confidence and self-esteem. We see assessment as an important element in this. Assessment can take a range of forms, from relatively informal observations, discussions and group work to marked work and feedback to formal assessment of written work and tests (including formal summative assessments, including weekly internal tests and national tests).

Every term, all pupils at school are formally assessed and their data is tracked. At points throughout the year this information is shared with parents and the Local Authority. Both teacher assessments and formal assessments (tests) are moderated by senior leaders to ensure parity. The data generated from assessments are analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress. Targets for individual pupils are set at the start of each year and discussed during pupil progress meetings throughout the year. These targets are linked to performance management systems. The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

This approach helps us internally to track pupils for attainment and progress using a consistent approach that enables us to measure school standards against national standards. This means that we will identify at an early stage any areas where either groups of children or individual children are not progressing as expected, enabling us to adjust teacher planning to meet the needs of all children. Following assessment, data is analysed in detail as part of pupil progress meetings held with all staff to identify pupils who may require further intervention and support.

1.2 Effective feedback

The purpose of feedback is to enable pupils to grow and develop in their learning. It is therefore vital that it is delivered effectively. Feedback occurs at one of three common stages in the learning process: immediate feedback at the point of teaching; summary feedback at the end of a lesson/task; review after the lesson, often in written form. Feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we therefore place considerable emphasis on the provision of immediate feedback. Where feedback is based on reviewing work completed, the focus will often be on providing feedback so that the teacher can adapt teaching further.

Research from a range of organisations (including the Education Endowment Foundation, DfE, and the National Centre for Excellence in Teaching Mathematics) has highlighted that effective feedback does not have to be written; indeed, verbal feedback is often better because it is more immediate, and frees up teacher time to focus on teaching and lesson-planning rather than marking. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong

We therefore apply the following principles to our feedback.

- The sole focus of feedback and marking are to further children's learning; evidence of feedback and marking is incidental to the process and we do not provide additional evidence for external verification;
- Written comments are only used where they are accessible to students according to age and ability;

- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

1.3 Assessment in the Early Years

Evidence is collected through observation and discussion and recorded in pupils' learning journeys. Photographic evidence is also collected, along with pupil quotations. This data is analysed and responded to termly as part of pupil progress meetings. Data is provided to parents and carers at the end of each year in line with government expectations.

1.4. Assessment in Key Stage 1 and 2 (English, Mathematics, Spelling and Grammar and Science)

Along with on-going teacher assessment, more formal assessment may be carried out on a 10-week cycle. Teacher assessments are entered onto the school's tracking system (SIMS) to show attainment and progress against targets. National assessment tests (SATs) are carried out at the end of Key Stages 1 and 2 and past papers and optional SATs are used each term by staff to inform teacher assessments. Assessment data is provided to parents once per year.

1.5 Assessment within other curriculum subject areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing in order to make progress. Staff use formative feedback and, when appropriate, identify small targets for pupils to work towards.

1.6. Roles and Responsibilities

Roles	Responsibility
Governors	Monitor whole-school progress data, with the support of the headteacher and head of school
Headteacher / Head of school	Moderate assessments regularly and provide data analysis reports to staff and governors, and hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets
Teaching staff	Regularly assess pupils, provide feedback, adapt planning in line with assessments to ensure good progress for all, and provide assessment information for pupils and parents as well as school leaders
Teaching Assistants	Provide feedback to the teaching staff on pupil progress and attainment
Parents/carers	Support children at home with homework to have a positive impact on progress
Pupils	Complete all work to the highest of standards to make good progress in school

CHAPTER 2: HOME LEARNING AND REMOTE LEARNING WITH TECHNOLOGY

2.1 Purpose of home learning

The purpose of home learning is to:

- consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- extend school learning e.g. through additional reading;
- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school (see Home-School agreement);
- take advantage of resources for learning of all kinds at home;
- encourage children as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

2.2 Approach to home learning

To ensure that there is clarity of expectation between home and school, home learning will fall into two broad types:

1. Practice of skills and knowledge, including 1:1 reading (to include discussions about what the child has read and understood), spelling practice (based upon the whole school spelling scheme), and times tables practice (based upon each child's personal target),

2. As a general guide, we expect that children will complete around 30 minutes to one hour of homework per week in the early stages of school, rising to around 90 minutes per week in year six. Some home learning will be marked formally, and other pieces of work will be discussed and used as a basis for further development. Records of home learning completed will be kept by all class teachers.

2.3 Remote Learning

Remote learning approaches have been developed during the Covid-19 pandemic. Should it be necessary for groups of children to be educated from home again, we will:

- use Zoom to deliver teacher-input sessions;
- design Zoom sessions to maximise the opportunity for active involvement and discussion;
- design sessions so that children who are unsure can receive more support after others have set off to work on tasks;
- ensure that pupils attend lessons and contact parents if they do not;
- maintain activities outside lessons (e.g. assemblies, social activities) online wherever possible;
- ensure that all pupils are aware of how to remain safe online (see safeguarding suite);
- ensure that all pupils have access to appropriate devices to participate effectively in lessons, including providing devices from school where necessary.

Pupils at risk of safeguarding issues and those with SEND are much better supported in school, so we will always enable them to attend school in person whenever possible.

CHAPTER 3: EDUCATIONAL VISITS

3.1 Overview

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. Each year the school arranges a number of educational activities and visits that take place off the school site and/ or out of school hours, which support the aims of the school. These include:

- Out of hours clubs
- Inter-school team sports, such as football and netball
- Weekly swimming lessons
- Regular nearby visits
- Day visits for particular year groups (theatres, museums, environmental activities)
- Residential visits and activities, which might be classed as adventurous

All forms are available on EVOLVE, from the Educational Visits co-ordinator (EVC) or on the school server.

3.2 Responsibilities

Under the statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfE requirements and LA guidelines. The EVC for Orleton and Kimbolton are our business managers.

Specific EVC responsibilities include:

- Liaising with the employer to ensure off-site activities meet policy requirements;
- Supporting the headteacher with approval procedures;
- Assessing the competence of party leaders and additional staff and organising training opportunities, where relevant;
- Keeping records of all visits and appropriate training.

The governing body will receive a termly update of visits that have taken place via the headteacher's report to governors.

3.3 Approval Procedure

All matters regarding each visit outside school require the prior approval of the headteacher and EVC. The school office should also be informed. It is essential that all visits have sound and clearly stated educational aims.

3.4 Parental Consent

Parents should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed. The letter to parents should therefore give full details of the visit, the reason for the visit (educational aims), and transport arrangements. The letter should also state the cost of the visit per child (please see charging policy in the finance suite for further details).

3.5 Staffing

Competence: any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits this will be assessed by the headteacher and/or EVC. Assessment of competence to lead adventurous activities will be undertaken by the Local Authority by means of Form EV3.

Ratios: As a general guide and in normal circumstances, the adult /child ratio should be:

- Age 4 - 1:4
- 5- 6 - 1:6
- 7-10 -1:10
- 11+ - 1:15

However, a professional judgement must be made for each visit, by the visit leader, EVC and headteacher, as supervision arrangements and the competence of supervisors are more important than staff-pupil ratio, and a range of characteristics relevant to the particular visit should determine the ratio. These are:

- the type, duration, and level of activity;
- the (e.g. medical, SEN and behavioural) needs of individuals within the group;
- the experience and competence of staff and accompanying adults;
- the nature of the venue;
- the (predicted and actual)weather conditions;
- the nature of the transport involved.

Supervision: Pupils must be supervised throughout all visits. However, there may be circumstances when they are unaccompanied by an adult (also known as remote supervision). The decision to allow remote supervision should be based on risk assessment and must take account of factors such as:

- pupils' age, responsibility, and prior experience;
- the nature of the venue / environment;
- the staff members' competence / experience.

All supervising adults must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care and be shown the completed education visits paperwork.

During longer residential visits it is essential that staff members work closely with external staff to maintain supervision of the children. An off-duty rota could be arranged with the visit leader so that at least 2 adults are on duty at all times.

3.6 Risk Assessment, including Educational Visits Checklist

Risk assessment is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the assessor's professional judgement, is deemed to be acceptable (i.e. low).

A risk assessment (including the Educational Visits Checklist, available at Appendix 2 or from the school office) must be completed before every trip. In considering risk, there are 3 levels of which visit leaders should be mindful.

- Generic risks are normal risks attached to any activity out of school. These will be covered by reference to the 'Educational Visits Checklist', and the school's generic self-assessment (see estates policy suite).
- Event-specific risks include any significant hazard or risk relating to the specific activity that is not covered in the generic policies. These should be recorded on Form EV5.
- Ongoing risks are those which require monitoring throughout a visit and for which the response may change as circumstances change.

Staff must be aware of the needs and risks associated with individual pupils and not adopt a complacent attitude as a result of previous risk-free visits. Prior to any trip, all risk assessments and visit details should be entered on the off-site forms located in the school office. The school has the support of Herefordshire EVOLVE.

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfE's 'Group Safety at Water Margins' is relevant.

As long as school policy and [national guidance](#) are adhered to, any problem resulting in injury will normally be considered an accident.

3.7 Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.. If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule. If any pupils are to travel by car, the driver must have appropriate insurance to ensure adequate cover in the case of an accident.

3.8 First Aid out of school

The level of first aid provision should be based on risk assessment. On all visits there should be a responsible adult who is trained in first aid. At least one member of staff should hold a First Aid Certificate as a minimum requirement for residential visits. First aid kits are available from the office. If a party splits up during a visit, a kit should be taken for each group.

3.9 Emergency procedure

Visit leaders must take with them a copy of the emergency contacts which sets out the Local Authority's contacts for procedures to be followed in the case of an emergency and the procedures for supporting visit leaders and liaising with the Local Authority. An A4 copy of the emergency card / list is also found in each first aid kit used for visits, is held by the school office.

For visits that take place in school time, the office and EVC hold visit information including itinerary, venue details, names and emergency contact details for all participants, including staff. For visits outside school hours, the school business manager or delegated staff member must also hold this information or be able to access it quickly

3.10 Evaluation

Within a week of a visit, the visit leader should evaluate the visit with the other supervising adults and inform the EVC of any aspects to be considered in future planning.

CHAPTER 4: LOOKED AFTER CHILDREN

4.1 Purpose

This document sets out the school's approach to making sure we provide appropriate support to children who are, or have been, looked after by the local authority. Evidence shows that children who are, or have been, looked after have often had fragmented education and are more likely than average to have Special Educational Needs. In combination, this means that additional support is often required to enable them to achieve their potential.

4.2 Designated teacher

The headteacher is the designated teacher and central point of contact and is responsible for promoting the educational achievement of looked-after children and previously looked-after children, in line with statutory guidance.

The designated teacher is appropriately trained, has the relevant qualifications and experience to perform the role, and has appropriate time designated to undertake update training as needed.

As part of their role, the designated teacher will:

- work closely with the DSL (or DDSL where the designated teacher is the DSL) to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to;
- work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans;
- work with class teachers of children who are or have been looked after, to ensure that children are appropriately supported;
- work with children who are or have been looked after, and their parents, carers or guardians, to ensure that appropriate support is in place, to encourage aspirations, and actively to listen and support children;
- have lead responsibility for the development and implementation of looked-after children's PEP within school, in partnership with others as necessary;
- have lead responsibility for developing a plan to meet any special educational needs of children who are or have been looked after;
- promote a school culture which is supportive of, and has high expectations, for children who are or have been looked after;
- monitor the impact of policies and support on the outcomes for children who are or have been looked after.

4.3 The role of class teachers

The designated teacher and Designated Safeguarding Lead (or DDSL) will ensure that the appropriate staff members have information about the child's legal status, contact arrangements with birth parents, and care arrangements. This will include being clear on who has parental responsibility, and what authority has been delegated to carers.

The Designated Teacher will support and provide training to class teachers to enable them to provide children with appropriate support. This includes making sure that all staff members:

- have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress;

- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families, are aware that some children may find it difficult to build relationships of trust with adults because of their experiences, and understand how this might affect the child's behaviour;

- understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogenous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;

- appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;

- have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;

- for previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school;

- effectively support transitions to the next phase of a child's education to avoid children losing ground – e.g. moving schools from primary to secondary school or because of a change in placement or exclusion

4.4   Removing barriers

A key part of the designated teacher's role is to ensure that there are no unintended barriers to children who are, or have been, looked after in achieving their potential. This includes:

i.   considering whether there are any barriers to admission of looked-after and previously looked-after children either at normal transition times or at any other point of the school year;

ii.   reviewing and putting in place support to enable looked-after and previously looked-after children to achieve their academic potential, for example:

- reviewing whether they have made the expected or better levels of educational, social and emotional progress over the past twelve months in line with their peers;

- reviewing whether any looked-after and previously looked-after children are identified as gifted and talented and how those needs are being met;

- ensuring any special educational needs and disabilities (SEND) are identified and met at the appropriate level;

- maximising the impact of Pupil Premium (PP) funding on the educational achievement of looked-after and previously looked-after children;

- ensuring that the social and emotional needs of children who are or have been looked after are being met, for example:

- identifying whether any looked-after or previously looked-after children face additional safeguarding challenges of which the Designated Safeguarding Lead should be aware;

- whether any looked-after and previously looked-after children have mental health needs and whether those needs are being identified and met;

- whether the pattern of attendance and exclusions for looked-after and previously looked-after children is different from that of other children at the school, and – if so – how support can be put in place to address this (see exclusions policy for how we aim to reduce any possibility of exclusion for children who are or have been looked after);

iii.   considering whether the school's policies effectively meet the needs of children who are or have been looked after, for example:

- whether the policies are sensitive to the needs of the looked after children, e.g. in accessing learning out of school hours or respecting the child(ren)'s wishes and feelings about their care status;
- whether the policies support teachers to meet needs as identified in their personal education plans (PEPs);
- whether the school's behaviour management policy is sufficiently flexible to respond to looked-after and previously looked-after children's challenging behaviour in the most effective way for those children;
- whether policies such as charging and remissions have an unintended impact;
- whether extended school activities are accessible to looked-after children.

4.5   Multi-agency working

Co-ordinated through the designated teacher, school staff will engage with colleagues from other agencies and facilitate their work. This will include virtual schools, social care, health, carers and alternative education providers, and will include playing a full role in developing and implementing the child's PEP. The school will make every effort to ensure that any necessary alternative provision meets DfE guidance within the framework of Local Authority provision.

4.6   Monitoring effect of support

The designated teacher reports every term (in terms in which there are children who are looked after or have been looked after in school) to the full governing body on the points highlighted in Section 4.4.

CHAPTER 5: EQUALITY POLICY, DATA AND OBJECTIVES

5.1 A whole school approach

We aim to create an environment where all children and staff have an equal opportunity to flourish, free from discrimination, and where diversity is welcomed.

We want each child to enjoy a full and busy school life, and to appreciate the value of friendship, respect and diversity. All staff strive to ensure that each child achieves their potential intellectually, physically, emotionally and socially.

We want each staff member to feel valued, supported and enabled to develop.

To achieve this, equality, diversity and cohesion must be part of our day-to-day practice. As such, they are embedded throughout our core values, curriculum planning and policies.

5.2 Roles and responsibilities

Creating an environment where every child and member of staff has an equal opportunity to flourish and be free from discrimination, and where diversity is welcomed is the responsibility of everyone in school.

It is the headteacher's responsibility to ensure that supporting tools are in place to enable this, that it is embedded into policies and that information is monitored routinely to ensure any equalities issues are identified and acted on promptly. The headteacher is supported by the governors in this role.

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

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

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

- Improve the availability of accessible information to disabled pupils

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

5.3 Equality data

To ensure we are achieving our aim of creating an environment where every child and member of staff has an equal opportunity to flourish and be free from discrimination, and where diversity is welcomed, we routinely monitor information to ensure no groups of people are being left behind or treated unfairly, and to ensure that there are many opportunities to promote diversity and build understanding and respect. Following Covid, there is clearly less comparative data than usual. We are working on building this up, and will add further information to this section once this is in place. Our analysis will include data such as:

- staff and pupil surveys picking up wellbeing and mental health as well as views on equality, diversity, respect for others;

- attainment data analysed by different groups;

- profile of school pupils compared to the profile of the catchment area, including considering those children coming in from out-of-catchment;

- analysis of bullying or discriminatory incidents and whether any groups are more prone to being bullied, or doing the bullying;

- reports or minutes from Governing Body meetings, showing how equality issues were considered – might be worth including as a standard item on decision reports, to

consider equality implications, as well as having the required report on equality information and objectives annually;

- examples of any adjustments made to enable people to participate fully;
- examples from school life and curriculum that show how diversity is promoted and respected;
- profile of staff, any monitoring information to show whether staff with different profiles apply but are not appointed, or whether they do not apply.

5.4 Accessibility

This equality plan also incorporates our accessibility plan, and therefore incorporates our work to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Following discussions with pupils, parents and staff, we will identify the most important areas for us to work on under the following headings for the coming 12 months.

This section will be completed following our survey work being carried out later this year.

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

5.5 Equality and accessibility objectives and action plan

The following plan sets out our current priorities, which will be updated as new information emerges.

Aim	Current good practice	Objectives	Actions to be taken	Person	Date	Success criteria
Further develop the curriculum for pupils with an additional need (SEND)	Use of resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability or SEND Targets are set effectively and are appropriate for all The curriculum and planning are reviewed to ensure they meet the needs of all pupils.	Ensure all staff have access to SEN pupil updates Ensure all staff have liaison time with SENDCo where needed in order to ensure individual needs are met	Liaison with staff Dedicated time for SENDCo to work	CH LB	Jul 2023	100% SEND pupils make expected progress 30% make more than expected progress
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps/Well defined steps (painted), clutter free environments/classrooms. Hygiene room (Orleton).	Increase available play space to enable a wider range of activity for all	Dedicated additional play areas which can be used in all weathers Maintain outdoor trail / outdoor classroom.	AB SBM	Jul 2023	100% children enjoy playtimes and are active
Improve the delivery of information to pupils with English as an additional language	Our school uses a range of communication methods to ensure information is accessible. This includes: Following Talk for Writing approach Translation service Use of google translate Additional support with learning English when needed	Ensure staff have access to all necessary resources and use them	Ensure consistency of approach between classes and sharing of good practice. Translation of documentation into other languages	AB	July 2023	100% EAL children enjoy school and feel safe 100% EAL children make expected progress 30% make more than expected progress
Reduce impact of income inequality between families and their children	We support families through; Reductions in trip costs Food parcels/referrals to food bank School funded counselling service Referrals to relevant outside agency support Uniform support Curriculum design which is inclusive	Audit of quality and use of external expertise	Free uniform for those who need it Open access to music and PE clubs Enrichment activities for all Maintain the outside space	AB	July 2023	Cultural capital is recognised as important and is addressed through a range of measures Equity between pupils is improved

CHAPTER 6: SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

The school is committed to supporting every pupil to be the best that they can be. Our separate SEND policy, which can be found on our website or by request from the school office, sets out details of what this means in relation to supporting children with SEND.

CHAPTER 7: SUPPORTING PUPILS WITH MEDICAL CONDITIONS

7.1 Overview

In line with our school vision to ensure all pupils have the opportunity to be loving, resilient individuals, we make sure that all pupils are properly supported so that they have full access to education, including school trips and physical education. We will never deny a child a place in our school because we have not made appropriate arrangements for their medical conditions, and we will ensure that, once in school, pupils with medical conditions are supported to access the same opportunities as any other child.

7.2 Roles and responsibilities

Role	Responsibilities
SENCo	Work with headteacher to make suitable arrangements for staff training either; a) before a child starts at the school with a known medical condition, b) notification is received that there is a potential medical condition, or c) a diagnosis has been made for a pupil currently in school.
	Work with the school office to maintain a central record of staff training and track when training is near expiring
	Share information about medical conditions with school staff (teachers, support assistants, lunchtime supervisors) – including compiling a 'Pupils with Medical Conditions' register and provision map
	Meet with the parents of pupils who require 1:1 support to ensure that they are aware of changes to staff
	Be the key point of contact with parents, teachers, pupils and healthcare professionals
	Work with headteacher to monitor Individual Healthcare Plans
School office	Work with the SENCO to maintain a central record of staff training
	Arrange cover in the case of first aid staff absence
Head of School	Make cover arrangements in the case of 1:1 staff absence
Headteacher	Ensure that this policy is developed, reviewed and effectively implemented, including all staff being aware of the policy and their role in implementation
	Ensure, with SENCO, that the staff who need to know are informed of medical conditions and IHPs
	Ensure, with SENCO, that sufficient staff are trained and are competent
	Ensure that there is appropriate insurance
	Ensure that the IHPs are updated regularly.
School staff	Consider the needs of pupils with medical conditions that they teach and ensure they are supported to engage fully in class
	Attend training (where necessary)
	Be aware of medical conditions of pupils they teach, and the IHPs (NB teachers are not required to administer medicines)
Pupils	Provide information about how their condition affects them
	If possible, be involved in developing their IHP
Parents	Provide the school with up-to-date information
	Be involved in all decision-making
	Carry out any actions that they have agreed to.

School staff in charge of off-site visits	Include needs of children with medical conditions in risk assessments for off-sits visits
Higher-Level Teaching Assistant in charge of trips	Ensure risk assessments for off-site visits have been completed, obtain sign-off as needed from senior staff and enter onto EVOLVE
Governing body	Approve this policy and oversee its implementation
	Ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported
	Ensure that the arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school
	Ensure that Individual Healthcare Plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed
	Ensure that sufficient staff have received suitable training
	Ensure that adequate adaptations are made to the school environment so that pupils with disabilities can fully access the school.
School nurses	Inform schools when a medical condition has been diagnosed, which will require support in schools
	Support staff on implementing an IHP
	Provide advice and information to support the school.
Other healthcare professionals, including GPs and paediatricians	Notify the school nurse of any diagnosis
	Provide support/advice on developing an IHP.
Local authority	Promote co-operation between relevant partners
	Provide support, advice and guidance

7.3 Working together with pupils, parents and medical professionals

The school will work with pupils, parents and health and social care professionals to ensure that the needs of children with medical conditions are effectively understood and supported. This will include developing an understanding of how medical conditions impact on a child's ability to learn and the support they need to enable them to take a full part in school life, as well as increasing their confidence and ability to self-care.

All parents will be asked to complete a 'Notification of Medical Conditions' proforma, and they will be required to update the school of any changes. All information will be gathered and a 'Pupils with Medical Conditions' pack and provision map will be compiled, as well as Individual Healthcare plans where necessary. A copy of the register and provision map will be kept in each classroom. If cover/supply staff are in a classroom, this document will be left with teaching notes. All necessary staff will be informed of the pupils that they need to be aware of, and the Individual Healthcare Plans that are in place.

After discussion with parents, children who are competent are encouraged to take responsibility for managing their own medicines and procedures. Wherever possible, children are allowed to carry their own medicines and relevant devices or should be able to access their medicines for self-medication quickly and easily. Children who can take their medicines themselves or manage procedures may require an appropriate level of supervision. If it is not suitable for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them.

A record will be kept of all medicines that are administered to a pupil, using forms available from the school office. Parents will be informed if their child has been unwell at school.

Any medical information that we have about a pupil will be passed onto other schools during transitions and our headteacher or SENCo will liaise as appropriate with the new school to ensure that the transition is as smooth as possible.

7.4 Individual Healthcare Plans

Individual Healthcare Plans (IHP) help to ensure that the school effectively supports pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will need one and the school, healthcare professional and parents should agree based on evidence when an IHP is appropriate. If consensus cannot be reached, the headteacher will make the final decision. In some cases the plan will require flexibility and involve, for example, programmes of study that rely on part time attendance at school in combination with alternative provision arranged by the local authority. Consideration may also be given to how children will be reintegrated back into school after periods of absence.

7.5 Supporting pupils to take a full part in school life

School staff should use their discretion and judge each case on its merits with reference to the child's IHP, but it is generally encouraged that we:

- treat each child as an individual and make suitable arrangements to support children to participate; including not creating unnecessary barriers such as sending children home for lunch or for any other reason or requiring parents to accompany their child on school trips or attend school to administer medicine or provide medical support including toileting needs;
- enable children to access their inhalers and medication easily and administer their medication when and where necessary;
- enable pupils to drink, eat or take toilet or other breaks whenever they need to in order to manage their condition effectively;
- respect the views of the child or their parents, and take into account medical evidence or opinion;
- if a child becomes ill, send them to the school office or medical room with a suitable person to accompany them;
- be understanding about a child's attendance record if their absences are related to their medical condition, e.g. hospital appointments;
- develop a plan to support a child who returns to school after an extended absence, recognising that they will not only have lost learning time but also opportunities to build friendships.

7.6 Managing medicines on school premises

- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to.
- No child under 16 will be given prescription or non-prescription medicines without written parental consent.
- No child under 16 will be given medicine containing aspirin unless prescribed by a doctor.
- Medication will never be administered without first checking maximum dosages and when the previous dose was taken.
- Where clinically possible, parents are asked to request that medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.
- We will only accept prescribed medicines that are in-date, labelled and provided in the original container as dispensed and includes instructions for administration, dosage and storage.
- All medicines will be stored safely. Children will know where their medicines are at all times and be able access them immediately. Medicines and devices such as inhalers, blood

glucose testing meters and adrenaline pens will be always readily available and not locked away.

- A child who has been prescribed a controlled drug that needs to be taken during school hours will have it locked away and only named staff will have access to it; a record will kept of any doses administered, and witnessed by 2 members of staff.
- When no longer required (or out-of-date), medicines will be returned to the parent to arrange for safe disposal. Sharps boxes will always be used for the disposal of needles and other sharps.
- The school will regularly check medicines that are held in school.
- The school can hold asthma inhalers for emergency use.

7.7 Emergency procedures

Where a child has an IHP, this will clearly define what constitutes an emergency and explain what to do. Other pupils will also know what to do in general terms, such as informing a teacher immediately if they think help is needed.

If a child is taken to hospital, staff will stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance.

The school's emergency evacuation plan details that staff should have medication in a 'grab bag' within the school office. This should be taken out with the class at any time the fire alarm is raised.

7.8 Day trips, residential visits and sporting activities

Teachers should be aware of how a child's medical condition will effect their participation in off-site school activities. There should be flexibility for all children to participate according to their own abilities and with any reasonable adjustments. The school will carry out a risk assessment for any pupil with a medical condition so that planning arrangements take account of any steps needed to ensure that pupils are included. This will require consultation with parents and pupils, and advice from the relevant healthcare professionals. Reference will also be made to the Health and Safety Executive guidance on school trips.

7.9 Other issues for consideration

Defibrillators – quick action in the case of heart attack can save lives. Orleton school will be having a defibrillator fitted later this year and one is available at the public house in Kimbolton. Once this is done, the local NHS ambulance service will be informed and key first aid staff will be trained in its use. Basic first aid and CPR will be promoted throughout the school community.

CHAPTER 8: CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL

Chapter 8.1 Overview

Due to the nature of their health needs, some children may not be able to attend school. This may include those with physical health issues, physical injuries, mental health problems (including anxiety issues), emotional difficulties or school refusal, progressive conditions, terminal illnesses, or chronic illnesses.

Children who are unable to attend mainstream education for health reasons may attend any of the following: hospital school, home tuition, or a Medical PRU. Where appropriate, the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough. We will take a continuing role in a pupil's education whilst they are not attending the school and will work with the Local Authority, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

8.2 Roles and responsibilities

Role	Responsibility
Local Authority	Arrange provision for pupils who are going to be away from school for 15 days or more (or satisfy themselves that arrangements made by the hospital or school are adequate)
	Ensure all relevant people and organisations are aware of who the educator will be, and make sure they are in touch with school to ensure continuity
Governing body	Ensure arrangements for pupils who cannot attend school as a result of their medical needs are in place and are effectively implemented
	Ensure the termly review of the arrangements made for pupils who cannot attend school due to their medical needs
	Ensure the roles and responsibilities of those involved in the arrangements to support the needs of pupils are clear and understood by all.
	Approve and review this policy on an annual basis.
Headteacher	Notify the Local Authority when a pupil is likely to be away from the school for a significant period of time due to their health needs.
	Work collaboratively with parents and other professionals to develop arrangements to meet the best interests of children and ensure the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
	Appoint a named member of staff who is responsible for pupils with healthcare needs and liaises with parents, pupils, the Local Authority, key workers and others involved in the pupil's care.
	Supply pupils' education providers with information about the child's capabilities, progress and outcomes.
	Keep pupils informed about school events and encourage communication with their peers.
	Provide a link between pupils and their parents, and the Local Authority.
	Ensure the support put in place focusses on and meets the needs of individual pupils.
	Monitor pupil progress and reintegration into school.
Teachers and non-teaching staff	Understand confidentiality in respect of pupils' health needs.
	Understand their role in supporting pupils with health needs and ensuring they attend the required training.

	Ensure they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.
	Ensure they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.
	Keep parents informed of how their child's health needs are affecting them whilst in the school.
Parents	Ensure the regular and punctual attendance of their child at the school where possible.
	Work in partnership with the school to ensure the best possible outcomes for their child.
	Notify the school of the reason for any of their child's absences without delay.
	Provide the school with sufficient and up-to-date information about their child's medical needs.
	Attend meetings to discuss how support for their child should be planned.

8.3 Managing absences

Parents are advised to contact the school on the first day their child is unable to attend due to illness. Absences due to illness will be authorised unless the school has genuine cause for concern about the authenticity of the illness. The school will monitor pupil attendance and mark registers to ensure it is clear whether a pupil is, or should be, receiving education otherwise than at school.

The school will provide support to pupils who are absent from school because of illness for a period of less than 15 school days by liaising with the pupil's parents to arrange schoolwork as soon as the pupil is able to cope with it or part-time education at school. The school will give due consideration to which aspects of the curriculum are prioritised in consultation with the pupil, their family and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named person with responsibility for pupils with health needs will notify the Local Authority, who may take responsibility for the pupil and their education. Sometimes, the school will be able to make appropriate arrangements, or children will be educated in hospital and in these cases then the Local Authority is unlikely to be significantly involved. For hospital admissions, the appointed named member of staff will liaise with the relevant education provider regarding the programme that should be followed while the pupil is in hospital. Were needed, the Local Authority will set up a personal education plan (PEP) for the pupil which will allow the school, the Local Authority and the provider of the pupil's education to work together. Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources.

Where absences are anticipated or known in advance, the school will liaise with the Local Authority to enable education provision to be provided from the start of the pupil's absence

8.4 Support for pupils to remain in touch with school

Whilst a pupil is away from school, the school will work with the Local Authority to ensure the pupil can successfully remain in touch with their school using methods such as school newsletters, emails, invitations to school events, cards or letters from peers and staff, online conversations (e.g. Zoom) if appropriate.

8.5 Supporting pupils to return to school (reintegration)

When a pupil is considered well enough to return to school, the school will develop a tailored reintegration plan in collaboration with the Local Authority. The school will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period. If appropriate, the school nurse will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the appointed

named member of staff, to ensure they can prepare to offer any appropriate support to the pupil. For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents in the early stages of their absence. Reintegration plans mat sometimes be phased over a long period of time, depending on the needs of the child.

The reintegration plan will include:

- the date for planned reintegration, once known;
- details of regular meetings to discuss reintegration;
- details of the named member of staff who has responsibility for the pupil;
- clearly stated responsibilities and the rights of all those involved;
- details of social contacts, including the involvement of peers and mentors during the transition period;
- a programme of small goals leading up to reintegration;
- follow-up procedures.

To help ensure a pupil with additional health needs is able to return to school following an extended period of absence, the following are examples of adaptations that will be considered:

- access to additional support in school;
- a personalised or part-time timetable, drafted in consultation with the named staff member;
- online access to the curriculum from home;
- movement of lessons to more accessible rooms;
- places to rest at school;
- special exam arrangements to manage anxiety or fatigue;
- consider how friendship groups and peers may be able to assist pupils with health needs.

Following reintegration, the school will support the Local Authority in seeking feedback from the pupil regarding the effectiveness of the process.

8.6 Information sharing

It is essential that all information about pupils with health needs is kept up-to-date. To protect confidentiality, all information-sharing techniques will be agreed with the pupil and their parent in advance of being used. All teachers, TAs, supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures. When a pupil is discharged from hospital or is returning from other education provision, the school will ensure the appropriate information is received to allow for a smooth return to the school. The named member of staff will liaise with the hospital or other tuition service as appropriate.

Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the school will:

- ensure this policy and other relevant policies are easily available and accessible;
- provide the pupil and their parents with a copy of the policy on information sharing;
- ask parents to sign a consent form which clearly details the organisations and individuals that their child's health information will be shared with and which methods of sharing will be used.

8.7 Training

Once a pupil's return date has been confirmed, staff will be provided with relevant training before the pupil's anticipated return. Healthcare professionals will be involved in identifying and agreeing with the school the type and level of training required. Training will be sufficient to ensure that staff are confident in their ability to support pupils with additional health needs.

Parents of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

8.8 Examinations and assessments

The named member of staff will liaise with the alternative provision provider over planning and examination course requirements where appropriate. Relevant assessment information will be provided to the alternative provision provider if required. Awarding bodies may make special arrangements for pupils with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses. Applications for such arrangements will be submitted by the school, or Local Authority if more appropriate, as early as possible.

8.9 Removing pupils from the school roll

A pupil unable to attend school because of their health needs will not be removed from the school register without parental consent and certification from the Medical Officer, even if the Local Authority has become responsible for the pupil's education. The school will only remove a pupil who is unable to attend school because of additional health needs from the school roll where:

- the pupil has been certified by a Medical Officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age; and
- neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

CHAPTER 9: ELECTIVE HOME EDUCATION

Parents have a responsibility to ensure that their child receives an efficient, full-time education, suitable to age, ability, aptitude and any Special Educational Needs and Disabilities. Parents can choose to educate their child at home, if they are confident that they can meet these requirements.

If you are considering educating your child at home, please read this guidance from the Local Authority, which sets out issues to consider.

If you decide to home-educate, please write to let us know. We will then let the Local Authority know and they will contact you to discuss your plans for home-educating your child. We will keep your child's place open for at least 10 days in case you change your mind. If we have any safeguarding concerns, we are required by law to let the Local Authority know.

We are also happy to discuss with you the possibility of 'flexi-schooling' whereby your child is educated some of the time in school and some of the time at home. Please get in touch with the headteacher if you would like to discuss this.

Appendix 1: Legislation, Statutory Guidance and Good Practice Guidance

DfE Assessment Principles: school curriculum, 2014

Education Endowment Foundation: Teacher Feedback to Improve Pupil Learning, guidance report, 2021,

DfE Health and Safety on Educational Visits, 2018

Outdoor Education Advisory Panel: national guidance

SWGfL guidance on remote learning, 2021

DfE Remote education good practice, 2020

DfE Home Learning Environment, 2018

DfE Designated Teacher for Looked After and Previously Looked After Children, 2009 (updated 2018)

DfE Equality Act 2010: Advice for Shools

Guidance from the Equality and Human Rights Commission (EHRC)

EHRC Employment Advice

SEND Code of Practice 0-25 years

SEND Regulations 2014 (specifically, contents of the SEND Information report)

DfE Guidance on supporting pupils with a medical condition

DfE Guidance on supporting pupils who cannot attend school due to health needs

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.