Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Special Educational Needs Information Report

April 2026

Document

Tarleton Holy Trinity
Church of England (Aided) Primary School

Special Educational Needs Information Report

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Phil 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

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Accessibility and Inclusion

- Tarleton Holy Trinity Primary School is a single form entry Primary School with an intake of 30. There are seven classes.
- All doorways and entrances to the school, with the exception of Year 1, are on a single level and wide enough to accommodate a wheelchair if necessary to ensure full access for pupils and parents / carers with disabilities.
- A before-school (from 7.45am), drop off club (from 8.30am) and an after-school club (to 6pm) is available for all pupils. Parents / carers pay for the sessions attended.
- The school offers a phased entry into school each morning. Doors are opened at 8.45am (school starting time being 8.55am). This avoids congestion in the morning.
- Cars can be parked in the car park opposite school. There is a staff car park at the front of school.
- The school has one disabled toilet for wheelchair users and disabled people to use if required.
- The school's website is kept up-to-date with information for parents / carers.
- Detailed termly class newsletters are sent home to parents / carers.
- Where and when required, paper copies of all letters are sent home with pupils.
- All parents / carers are invited to sign up to the free service 'Parentmail' , Dojo or the school app 'PA Connect' in order to receive texts from school;
- All relevant policies are uploaded to the school's website.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- The school has a range of ICT programmes for pupils with SEN in addition to interactive televisions installed in every classroom. There is an ICT suite for all classes to use and a bank of ipads for use in the classrooms.
- Classrooms are 'child friendly' with resources labelled clearly.
- Visual timetables are used in all classrooms.

The kinds of Special Educational Needs for which provision is made at Primary school.

- Tarleton Holy Trinity Primary School is a mainstream school.
- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Further details can be found in our school's policies.
- Our school makes provision for children whose needs fall into the following categories:
- **Cognition and Learning** e.g. dyslexia
- **Communication and Interaction** e.g. Speech and Language, autism
- **Social, Emotional and Mental Health difficulties** e.g. Social skills, Behaviour
- **Sensory and or Physical Needs** e.g. hearing impairment, physical disability
- Our school has an experienced SENCo and the needs of the children are carefully considered and supported by Teachers and Teaching Assistants as appropriate.
- Each class has the benefit of at least one Teaching Assistant, either as a general Teaching Assistant, or for 1:1 supoort if needed..
- Parents / Carers can organise for their child to be screened for dyslexia and if necessary school can organise children to be assessed by outside agencies such as SEND traded team, Educational Psychologist.
- Teachers and teaching assistants who support children with specific needs meet regularly with Speech and Language Therapists, Occupational Therapists, Physiotherapists and other agencies to follow specialist programmes of provision for children in school.

- All teaching assistants have received training in working with children with ASD to help support children in school. Some teaching assistants and teachers have attended speech, language and communication courses to support children unable to communicate.
- The school SENCO and a teaching assistant have completed training on mental health issues in primary schools and providing practical management strategies for children with high levels of anxiety.

Children with medical needs

- The school supports children with medical conditions in line with the Statutory Guidance "Supporting Pupils at school with medical conditions" (April 2014). (We are expecting new guidance during the 2026 – 27 academic year)
- The school has a disabled toilet facility and is accessible for children with SEN or a disability. We make reasonable adjustments where appropriate to meet the needs of all of our children.
- Parents / carers of children with long-term conditions and special medical needs meet with the SENCo and key staff to discuss their child's care and the management of their child's condition within school.
- Care plans are passed on to the relevant Class Teacher and the master copy is kept in the child's records folder.
- The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks; Year 6 Health Questionnaires and to provide advice for staff with regards to pupils with long-term conditions and special medical needs. The Reception children also receive an eye test and hearing test.
- All staff receive annual asthma and Epipen training, First Aid in the workplace and Paediatric First Aid training.

School's policies for the identification and assessment of pupils with SEN.

At Tarleton Holy Trinity Primary School, all children are assessed:

- Early identification is vital and outside agencies can help advise on the provision of intervention strategies.
- The class teacher informs the parents / carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices
- The SENCo works closely with parents / carers and teachers to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The SENCo has been trained in the use of PIVATS (Performance indicators for value-added target setting) which are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations.
- When sitting examinations (SATs) children with SEN can be supported 1:1, have timed breaks, be granted additional time subject to meeting set criteria by STA, and sit exams in a quiet setting in a small group to aid concentration.
- The school operates a provision map in place to plan out intervention and support.
- The SEN provision map records the type and duration of the intervention a pupil is receiving. The Lancashire pupil tracker utilised in this school also tracks progress and provides data which monitors pupils receiving the Pupil Premium as well as pupils with SEN.
- Termly pupil progress meetings take place between the Head Teacher and all class teachers to track, monitor and discuss pupils' progress.
- The HT and SENCo discuss the progress of pupils with SEN at least termly and the SENCo reviews the provision map accordingly (e.g deploying additional adult support and resources).

The school's arrangements for assessing and reviewing the progress of pupils with SEN

- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored by an SEN tracking system.
- All children's attainment and progress is assessed and reviewed each term in pupil progress meetings.
- Individual Education Plans (IEPs) are produced termly or half termly depending on individual pupil circumstances.
- All Support Plan targets are discussed and agreed with parents / carers, at parents / carers' evening meetings or in individual meetings; and with children as appropriate.
- Parents / carers of children with EHC plans are invited to annual reviews to discuss their child's progress and future support; they receive copies of all relevant paperwork concerning their child
- Pupils are also asked to make a contribution to the review when and where appropriate.
- The school operates an *Open Door Policy*
- We have an allocated governor for special educational needs who meets with the SENCo at least annually to report to the governing body.

The school's approach to teaching pupils with SEN

- The curriculum, having recently undergone a review, is well-organised and imaginative, providing effective learning opportunities for all pupils, including those with SEN. It promotes positive behaviour and safety, and the experiences contribute well to the children's achievement and to their moral, spiritual and cultural development.
- When planning and teaching the National Curriculum, all teachers **must** set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.
- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels
- We believe in:
- setting high expectations and provide opportunities for all to achieve through Quality First Teaching
- taking specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
- having due regard to our duties under the Single Equality Act of 2010
- For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.
- The Children and Families Act 2014 places a duty on our school to support children with medical conditions (supporting pupils with medical conditions – April 2014).
- We have individual healthcare plans for children with medical conditions. Where children also have SEN we co-ordinate their SEN needs with their healthcare plans.

Children with SEN

Teachers **must**:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- engage the pupil in the learning process

Children with disabilities
We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan.
Teachers **must**:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

All classes in our school are single form and children are grouped according to their ability for activities within their class. This allows children to access work at the correct level and to ensure effective teaching and learning. Intervention sessions are delivered to pupils as and when needed.Teachers identify where adult support maybe required. Assessments inform teachers of progress and teachers will move children between groups accordingly.

How the school adapts the curriculum and learning environment
Teachers adapt the curriculum/learning environment in different ways.

Differentiation by: Grouping – small group/1:1/ability/friendship/ peer partners/intervention group	Lesson format – thematic units/games, simulations, role-plays, discovery learning	Alternative recording methods – scribing, use of ICT, mind-mapping, photographs
Content of teaching objectives	Pace of the lesson	Teaching style (Visual, Auditory, Kinaesthetic)
Outcome	Materials	Support level
Reward	Location	Learning environment

- Adaptations to the environment are sometimes made for individuals e.g. use of visual timetables and prompts, sloping boards to aid writing, quiet areas with reduced stimuli, seating arrangements.

Additional support for learning that is available for pupils with SEN

Many interventions are used in school which may include:

- Mathematics intervention (groups and 1:1 TA or teacher support)
- Literacy intervention (groups and 1:1 TA or teacher support)
- Reading and Spelling intervention through Nessy/IDL – online intervention tools
- Extra reading sessions
- Fine/ gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions (nurture)
- SEND traded team assessments
- Educational Psychologist for assessments and strategies

Other support could include:

- Special booster clubs
- Use of ICT (laptops, ipads, etc)
- Teaching Assistants are utilised throughout school to support individuals; support groups within classes; provide intervention group work

Information about the expertise and training of staff

- Our experienced SENCo has gained the Master's-level National Award for Special Educational Needs Co-ordinator
- Staff are consulted about their CPD needs and training is provided as appropriate
- All staff are trained every 3 years on Safeguarding/Child Protection – (Safeguarding Policy is available on the school's website)
- Relevant Staff undertake external courses provided by LA
- Key support and teaching staff are kept regularly up to date with First Aid Training to ensure staffs are familiar with what action to take in the event of an emergency.
- Asthma and Epipen training have been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Relevant staff access Early Years training
- Specific training is accessed as appropriate e.g. speech and language, social story training; Sign-a-long training; Triad of impairment, Precision teaching
- The SENCo and/or Deputy Headteacher have been trained in the use of PIVATS (Performance indicators for value-added target setting) which are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations.
- All staff receive supervision, twice a year by a trained supervisor following The Listening Tree Service.

Activities that are available for pupils with SEN in addition to those available within the curriculum

- Tarleton Holy Trinity Primary operates a daily Breakfast Club and After School Club. The club is not run by the school, but by a separate management committee. Numbers are restricted but all children and age-groups are welcome. Parents / carers pay for sessions. 'One-off' sessions can be booked as long as the parent has registered with the club and there are places available.
- There are opportunities for pupils to take part in weekly lunchtime and after school clubs. Extra-curricular activities which have taken place so far this year are:

Sports partnership clubs (YR-Y6)	Football (KS2)
Choir (KS2)	Homework Club (KS1 and KS2)
3D Printer Club (KS2)	Netball (KS2)

Support that is available for improving the emotional and social development of pupils with SEN

- Tarleton Holy Trinity Primary School is a very nurturing environment. With being a one form, village, primary school, all staff know all the children extremely well.
- Children in Year 6 take on extra responsibility, such as the role of buddies to our reception children in addition to other monitor roles and prefects; they are also voted as captains and vice-captains of our four school teams and organise team building meetings.
- Children new to school are always allocated a buddy or group of buddies to help to induct them into school life.
- School has purchased JIGSAW to teach PHSE and SRE curriculum.
- The Jigsaw PSHE scheme is embedded in all school life; behaviour is consistently outstanding; anti-bullying week established
- Teaching assistants, under the direction of the teachers and the SENCo, work with groups of children to help with social, emotional and behavioural skills. This includes nurture groups and social games.

- Teachers and Ta's have used resources such as "Stepping back into schools", A confident me, Mindfulness and Growth Mindset to help children settle back into school following lockdown.
- Various teaching assistants and the SENCO provide counselling sessions and 1:1 support for children who have additional needs
- Lunchtime supervisors organises co-operative playground games
- Playground Leaders play games with the younger children

Information about how equipment and facilities to support children with SEN will be secured

- School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.
- Children may need equipment to help them work and learn more independently, including:

- different types of pens, pencils and grips
- Fine motor skills resources including putty, play-doh and plasticine
- Laptops
- Coloured overlays, tinted glasses and rulers for students with dyslexic tendencies / visual stress
- Visual timetables and prompts
- Sloping boards
- Talking tins
- Sitting cushions
- Fidget bracelets and toys (tangle toys)
- Visual timers
- Readers and visualisers for children with visual impairment
- Large print materials for visually impaired

- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, SEN advisers, Health professionals including Clinical Psychologists, Early Years Team, Behavioural Support Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using and Individual Support Plan

School's arrangements for consulting parents / carers of children with SEN about, and involving such parents / carers in, the education of their child

Who do I contact if I have any concerns?	• The school website also contains staffing information • Information is given at parents / carers' evenings as applicable • SENCo (Mrs Warburton) is available to speak to parents / carers on request in person or over the phone • SENCo keeps parents / carers informed by letter as necessary • Lancashire SENDIAS (Information, Adivce and Support for Special Educational Needs) off help to families.
Do I need to make an appointment?	• Parents / carers can pass on information, express concerns or request a meeting with a teacher

	on a daily basis at the beginning or end of the day. • Parents / carers are contacted or spoken to as soon as possible • Appointments are made as appropriate
How does school keep me updated about my child's progress?	• Parents / carers/ parent and child Meetings • School Reports (end of year full report) • Achievement rewards • Celebration assemblies • Informal discussions • EYFS stay and play mornings • Parent Workshops
How can I give school feedback?	• Parent/ carer meetings • Via questionnaires • Parent Governors (for parent governors refer to the governor section on our school website)
What arrangements does school have for children with additional SEN support needs other than those with a statement (EHC plan)	• Mathematics intervention (groups and 1:1 TA or teacher support) • Literacy intervention (groups and 1:1 TA or teacher support) • Extra reading sessions • Fine/ gross motor skills intervention including physio where appropriate • Speech and language intervention • Social skills groups • Emotional and behavioural support groups or 1:1 sessions (nurture) • SEND team assessments and strategies • Educational Psychologist for assessments and strategies
What arrangements does school have for children with Education, Health and Care (EHC) Plans?	• Invites to all parties involved with plenty of notice • Review Meetings are held at school and at convenient times • Pupil's views are sought • Parental views are requested • Consultation with staff prior to the meeting • Making parents / carers aware of pupil partnership support

- Parents / carers can have their say about their child in Parent Evenings, Annual Reviews and IEP reviews. They can also express their views in parental questionnaires and during consultation periods (for example, changes in policy); the school operates an *Open Door Policy* and parents / carers can discuss their child's education by seeing a teacher at the end of the day or making an appointment to see members of staff.
- Elections to the Governing Body are held whenever a vacancy arises; we currently have two parent governors. We also have four parents / carers who are foundation governors and associate governors. We have an allocated governor for special educational needs who meets with the SENCo at least annually to report to the governing body. A list of governors is on the school website.
- The home-school agreement is currently being updated and parents / carers will be consulted.
- The school has an active 'Friends of Tarleton Holy Trinity (PTFA) and parents / carers are invited to become involved either by being on the committee or helping out at events.
- At Tarleton Holy Trinity we invite all parents to support or participate in events where possible.
- Parents / carers are invited to come and help in school, for example listening to readers; supporting groups; helping out during extra-curricular activities, e.g. cookery; becoming a helper on an educational visit; sharing their expertise, e.g. talking about being a vet; parents / carers are invited to help at special events at the weekend, such as Christmas Markets and summer fairs.

The arrangements for consulting young people with SEN about, and involving them in, their education

As a school we try to involve children and gain their views. This is done in various ways such as:

- There is School Council for children from Y1 – Y6 who meet at least monthly. Each child in KS1 and KS2 has the opportunity to apply to be on the School Council and a vote takes place. A display of the school council's photographs informs the other pupils in school who may wish to raise an issue or suggest an idea.
- The school is split into four teams; each team have two house captains who inspire them to work hard, behave well and air their views. All children work hard to gain points for their team and the winning team each week is announced in assembly.
- Each class has a weekly circle time and regular Personal, Social and Health Education (PSHE) lessons.
- Pupil questionnaires and discussions.
- Involvement in the 'All about me profile' documentation (where appropriate).
- Targets are shared with children as appropriate.

School's Procedures for Complaints relating to SEN

The complaint policy and full complaints procedure is available on the school's website.

- In the first instance any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENCo.
- The next stage would be to arrange to meet the Headteacher.
- In the event that the matter is unresolved then the complainant **must** put their complaint **in writing** to the Chair of Governors.
- The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent/carer can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State. At Tarleton Holy Trinity CE Primary School we acknowledge that it is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible.

How the governing body involves other bodies and organisations in meeting the needs of pupils with SEN and in supporting the families of such children

- School has contact with a range of professionals who give advice and support children. These include : specialist staff from SEND traded team, Educational Psychologists; Advisory Teachers; Speech and Language Therapists; CAMHS; LD Complex Needs Team; School Health; Occupational Therapy; Lancashire Health and Safety team; Lancashire Attendance consultants, Early Help Support Team (CFW), Thrive / WISH – outreach team, Inclusion and Engagement support team.
- The school's SENCo works closely with families and children offering support and advice, when appropriate.
- The Education, Health and Care planning process will mean that there will be more holistic support around children and their families.
- The Class Teacher, SENCo or Head Teacher/Deputy Head Teacher can offer help with forms if this is required.
- The school has held eSafety workshop for parents / carers and pupils.
- If a pupil required a travel plan to get their child to and from school this would be dealt with by the SENCo and Head Teacher/Deputy Head Teacher and Lancashire County Council if required.

Keeping children safe

- The school follow the Keeping Children Safe in Education document.
- The school is successful in keeping pupils safe through effective risk assessments, e-safety arrangements and action taken following concerns being raised. The Head Teacher (as premises manager) carries out Risk Assessments where necessary alongside the staff and governors. Class teachers carry out Risk Assessments when and where appropriate and these are monitored by the Head Teacher.
- If required, a handover is carried out by or class teacher or teaching assistant to the appropriate parent/carer.
- At least one teacher or teaching assistant supervises each Key Stage during morning playtime, with another member of staff on first aid.
- Lunchtime support staff supervise children in the play areas at playtimes and lunch times. The senior mid-day supervisor is also a teaching assistant.
- All gates are padlocked when the children are playing outside.
- Whenever possible, all children play on the extensive playing field at the back at the school or on the playgrounds at the side and back of school. These are secured by fencing.
- Reception children have their own secure outdoor area, as well as playing on the main school playgrounds at lunchtime.
- Teaching staff are available to support within school at all times.
- Each class has at least one part time teaching assistant.
- Infrequent allegations of bullying are dealt with immediately and logged. The school has an annual anti-bullying week. Information about bullying can be found on the school website.
- Behaviour in lessons is frequently outstanding; pupils demonstrate high levels of engagement and commitment to learning.
- Children with behavioural difficulties are well supported and their needs are met
- Behaviour systems are positive, applied consistently and effective.
- Children receive regular lessons on how to keep themselves and others safe, regular reminders in PE, DT, PSHE lessons for example; through curriculum topics, i.e. water safety; e-safety days; anti-bullying week; sex and relationship education; drugs awareness education; visits by outside agencies such as the Lancashire Fire Service,; Right-Start road safety for infants; Safer cycling.

How the school communicates with parents / carers

- The website contains details of all staff currently employed by the school and the school governors.
- The School Prospectus also provides this information.
- The School operates an *Open Door Policy.*

- Children can enter school from 8.45am (school day starts at 8.55am). The Headteacher is available on the door to take messages and will release a member of staff to talk to the parent/carer at this time, if necessary.
- Teachers are always available (with rare exceptions) to talk to a parent/carer at the end of the school day or to make a mutually convenient appointment.
- The school's website is kept up to date.
- Each class has its own page on the school website which is kept up-to-date.
- Newsletters are sent home weekly via parentmail and the school app.
- Key Stage 1 classes may display information / reminders to parents / carers in their windows.
- All children have a home-school reading record diary which can be used by parents / carers/carers and school staff.
- All children in school are dismissed directly to their parents / carers at the end of the school day on the playground. The headteacher supervises this.
- The school has three Parent Evenings a year to provide opportunities for parents / carers to discuss the progress of their child.
- All parents / carers receive an end-of-year report at the end of the summer term and are given the opportunity to make an appointment to discuss the report with the class teacher in more detail, should they so wish.
- All reports provide information about the children's current attainment, progress, attitude and behaviour
- Parents / carers of SEN children are invited to discuss their child's targets on their individual education plans each term and how they are able to support this plan at home.
- In addition, parents / carers of children with EHC plans are invited to attend an annual review of their child's statement of educational needs.
- An Open Afternoon and Evening is organised in the autumn term: parents / carers of potential new starters are invited.
- Parents / carers are invited to provide feedback in a variety of ways:
- A form attached to the end-of year report
- Parental questionnaires
- Consultations regarding important changes in school policy, i.e. with the administering medicine policy, start of the school day.
- A variety of parent meetings take place throughout the school year including:
- New Reception induction meeting (in the summer term prior to new starters in September)
- EYFS curriculum meeting (early autumn term for new starters)
- Meet the Teacher evening for all classes in Autumn Term
- Curriculum meetings (linked to specific subjects, i.e. phonics, reading, maths, e-safety)
- Min-y-don residential meeting
- Sex and Relationship Education parents / carers evening (for children in Year 5).

Transition to secondary school

- Tarleton Holy Trinity has close links with a number of feeder secondary schools including Penwortham Girls High School; Tarleton Academy; Penwortham Priory Academy; Hutton C of E Grammar School; Bishop Rawstorne Academy, Croston
- A number of High Schools especially Tarleton Academy offer a number of opportunities to extend primary/secondary links by inviting Year 5 and 6 children to visit their school and facilities for taster experiences (for example, music technology); sending teachers to our school to teach our children (for example, sporting activities).
- Each year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The secondary school SENCo attends the last annual review in the summer term of Year 6 where specific transition plans are made.
- The school will also liaise with the Secondary School SENCo for handover meetings regarding all children on the Special Educational Needs Register.

Useful Contact Information:

SENCo: Mrs Sarah Warburton **Tel:** 01772 812662 **Email:** warburtons@holytrinity-tarleton.lancs.sch.uk
Headteacher: Mr S Smith **Tel:** 01772 812662 **Email:**head@ holytrinity-tarleton.lancs.sch.uk
SEN Governor: Mrs V Goddard
School website: http://tarletonholytrinity.org

Tarleton Holy Trinity
Church of England (Aided) Primary School

Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in April 2026

and will be reviewed in April 2027.

Signed by: S Warburton

Member of staff responsible for this policy

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Governor responsible for this policy

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