

# AYLSHAM LEARNING FEDERATION

## SEND AND INCLUSION POLICY

Policy Reference: KG/SEND and Inclusion Policy      Review Frequency: 2 years  
Issue Number: 05 (04.02.25)      Next Review Date: 04.02.27  
Author: K Garnham

Ratified by the Governors' Curriculum, Assessment and Attainment Committee on: 04.02.25

Signed: \_\_\_\_\_

Chair

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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) and Inclusion policy aims to:

- Make sure our federation fully implements national legislation and guidance regarding children with SEND
- Set out how our federation will:
  - provide curriculum access for all
  - secure high levels of achievement for all
  - meet individual needs through a wide range of provision
  - attain high levels of satisfaction and participation from children and parents/carers
  - carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
  - ensure a high level of staff expertise to meet child need, through well targeted continuing professional development
  - work in cooperative and productive partnership with the local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
  - promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

## 2. 2. Vision and values

- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied
- Teachers provide differentiated learning opportunities for all the children within the Federation and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to a broad and balanced curriculum.
- Special Educational Needs (SEN) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a special education need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some children in our schools may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and

ensure that appropriate interventions are put in place to help these children catch up.

- Other children will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children.

### 3. 3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 4. 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

## 5. 5. Definitions

### 5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

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

### 5.2 Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Children who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Children with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6.

## 7. 6. Roles and responsibilities

The executive headteacher and the Governing Board have delegated the responsibility for the ongoing implementation of this policy to the SENCO. The SENCO is responsible for reporting regularly to the executive headteacher/head of school and the governors with responsibility for SEN on the ongoing effectiveness of this policy. In JOG and BVS schools, due to the small number of pupils from ethnic minority groups, the SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups). At AHS there is a named EAL Coordinator – Paula Gould. The designated teacher for looked after children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### 6.1 The SENCO

The SENCOs across our federation are:

**John of Gaunt Infant and Nursery School:**

Jo Daubney - 01263 7328443 [senco@johngaunt.norfolk.sch.uk](mailto:senco@johngaunt.norfolk.sch.uk)

**Bure Valley School:**

Jo Daubney - 01263 733393 [senco@burevalley.norfolk.sch.uk](mailto:senco@burevalley.norfolk.sch.uk)

**Aylsham High School:**

Kathryn Garnham - 01263 733270 [kgarnham@aylshamhigh.norfolk.sch.uk](mailto:kgarnham@aylshamhigh.norfolk.sch.uk)

Danny Sweatman - 01263 733270 [dsweatman@aylshamhigh.norfolk.sch.uk](mailto:dsweatman@aylshamhigh.norfolk.sch.uk)

They will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND and Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND and Inclusion policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the child and their parents/carers are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any children with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND and Inclusion policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND
- Make sure that all children in KS4 are provided with independent careers advice

### **6.3 The SEND link governor**

The SEND link governor is Kate Smith – [kate\\_smith1962@hotmail.co.uk](mailto:kate_smith1962@hotmail.co.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND and Inclusion policy and provision in the school

### **6.4 The executive headteacher**

The executive headteacher will:

- The executive headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The executive headteacher, head of school and the Governing Board will delegate the day to day implementation of this policy to the special educational needs coordinator (SENCO).
- The executive headteacher and head of school will be informed of the progress of all vulnerable learners and any issues with regard to the schools' provision in this regard through:
  - Analysis of the whole-school child progress tracking system;
  - Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO);
  - Child progress meetings with individual teachers;
  - Regular meetings with the SENCO;
  - Discussions with pupils and parents/carers.

### **6.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND and Inclusion policy and the SEN information report

- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the child and the school
  - Listen to the parents/carers concerns and agree their aspirations for the child

## **6.6 Parents or carers**

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual report on the child's progress

The school will take into account the views of the parent or carer in any decisions made about the child.

## **6.7 The child**

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

## **6.8 Ethnic Minorities**

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the schools' provision maps
- In collaboration with the executive headteacher/head of school, maintenance and analysis of whole-school provision maps for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for pupils with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach pupils with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities

- Overseeing the initial and on-going assessment records on all pupils with EAL
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the schools
- Advising on and sourcing bilingual and culturally reflective materials to support pupils' learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents/carers have equality of access to essential information

## **8. 7. SEN information report**

Our schools publish a SEN information report on their websites, which sets out how this policy is implemented in the school.

These information report are updated annually and as soon as possible after any changes to the information it contains.

## **9. 8. Our approach to SEND support**

### **8.1 Identifying children with SEND and assessing their needs**

We will assess each child's current skills and levels of attainment when they start at each school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a child is making slow progress, they will target the child's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents/carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving children and parents/carers

The school will put the child and their parents at the heart of all decisions made about special educational provision. Our Federation aims to work in partnership with parents/carers. We do so by:

- Working effectively with all other agencies supporting children and their parents/carers
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome
- Encouraging parents/carers to inform each school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that each school will listen and act appropriately
- Focusing on the pupils' strengths as well as areas of additional need
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents/carers in the drawing-up and monitoring progress against these targets
- Keeping parents/carers informed and giving support during assessment and any related decision-making process
- Making parents/carers aware of external services
- Providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an additional language.

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress. We endeavour to fully involve all children by encouraging them to in an age-appropriate way:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets
- (For some children with special educational needs) monitor their success at achieving the targets set with them

### **8.3 The graduated approach to SEN support**

Once a child has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. The views of the child and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents/carers and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The child's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and children
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

## **8.4 Levels of support**

### **School-based SEN provision**

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these children will be marked with the code K.

### **Education, health and care (EHC) plan**

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

On the census these children will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for children with SEN by:

- Tracking children' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using child questionnaires
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents/carers

## **10. 9. Expertise and training of staff**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENCOs will be qualified teachers working at our Federation and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the executive headteacher/head of school and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our Federation will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

## **11. 10. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every child. Whenever necessary the school will work with external support services such as:

- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

## **12. 11. Admission and accessibility arrangements**

### **11.1 Admission arrangements**

No child will be refused admission to the schools on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see admission policy for the school, as agreed with the local authority*).

### **11.2 Accessibility arrangements**

Our Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils and staff across the Federation community without discrimination of any kind. Currently we provide:

- A broad and balanced curriculum for all our pupils, including those with SEN and disabilities through our SEND and Inclusion policy
- Additional support for pupils with SEN and disabilities through our SEND and Inclusion policy
- Increased awareness in terms of differentiation for those pupils with disabilities
- Ongoing staff training on pupil disability and discrimination
- Support to raise pupils' awareness of disability and discrimination
- Pupils' different formats and associated technology for learning and examinations
- A building at each school which allows ease of access to all floors for pupils The plan for each school will be made available online on each school website, and paper copies are available upon request.

## **13. 12. Complaints about SEND provision**

If there are any complaints relating to the provision for pupils with SEN or EAL these will be dealt with in the first instance by the class teacher, head of department and SENCO, then, if unresolved, by executive headteacher/head of school. The governors with specific

responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general governors complaints procedure (see separate complaints policy).

## **14. 13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND and Inclusion policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND
- How early children are identified as having SEND
- Children' progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents/carers

### **13.2 Monitoring the policy**

This policy will be reviewed by Governors' Curriculum, Assessment and Attainment Committee **every two years**.

It will be approved by the full governing board.