



**Children's Hospital School**

# **Special Educational Needs Policy**

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Date of Approval: 18/03/2026

Approved by: Full Governors

Chair of FG: Lynne Folwell

Date of next review: 17/03/2027

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

## Children's Hospital School – Special Education Needs Policy

### Legislation

This policy and information report is based on the statutory *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (2015) and the following legislation:

- *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for students with special educational needs and disabilities (SEND).
- *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- *The Equality Act 2010 (section 20)*, which sets out the school's duties to make reasonable adjustments for students with disabilities.
- *The Public Sector Equality Act (section 149 of the Equality Act 2010)*, which sets 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 students with SEND.
- *The School Admission Code* which sets out the school's obligation to admit all students whose education, health and care plans name the school, and its duty not to disadvantage unfairly children with a disability or with a special educational need.

# Part 1 Introduction

## 1.1 Ethos

We are a small school, full of caring, supportive and talented staff. It is a place where mutual support goes hand in hand with excellent education and care. A school whose guiding principles are about making the difficult times manageable, giving students a great education and helping them move on successfully to their next phase of learning. Our role is to nurture, support, educate and enable students to reintegrate as, when and if appropriate. We aim to provide outstanding education and care in partnership with other agencies.

### Our core purpose is:

*“Working together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations.”*

## 1.2 Definition of Special Educational Needs and Disabilities (SEND)

Under the *Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)*, a child or young person has a special educational need or disability (SEND) 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 the majority of 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 or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

*‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a

significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

### 1.3 The Four Areas of Need

In the SEND Code of Practice, Special Educational Needs are categorised under four broad areas of need as follows:

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

Children and young people can have needs that cut across more than one area, and their needs may change over time.

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

Area of Need	
Communication and Interaction	<p>Children and young people 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.</p> <p>Students who are on the autistic spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Children and young people with cognition and learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one 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 and young people 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 and young people 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 hyperactivity disorder (ADHD)</li> <li>• Attachment difficulties</li> </ul>

	<ul style="list-style-type: none"> <li>• Been subjected to abuse/experienced adverse childhood experiences (ACEs)</li> </ul> <p>These needs can manifest in many ways. For example, children and young people who have experienced trauma may present behaviours that are challenging, disruptive or disturbing. This can lead to a student becoming withdrawn or isolated or through emotionally based school avoidance.</p>
Sensory and/or physical	<p>Children and young people with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children and young people 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 students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

In addition to the above considerations, students enrolled at the Children’s Hospital School usually have physical and/or mental health medical conditions and, as a result of this, may also have identified additional learning needs throughout the period of ill health and in their recovery. This is assessed and supported by the school on an individual basis and in consultation with the student’s home school, medical and health agencies or onward transition education or post-16 destination.

**The Children’s Hospital School will:**

- Identify and assess a student’s individual educational needs
- Ensure staff are aware of a student’s needs
- Provide an appropriate, effective curriculum with differentiated teaching strategies
- Provide appropriate teaching materials and support
- Create a trauma informed environment in which all students feel safe to access their education
- Monitor and ensure continuity and progression
- Involve students, parents and carers in decision making, planning meetings and review processes
- Involve outside agencies and professionals around the student as appropriate

## Part 2 Roles and Responsibilities

### 2.1 Key Staff

SEND Co-ordinator (SENCo)	Mr Stewart Scragg
Assistant SENCo	Mrs Bethany Carr
Pastoral Manager	Mrs Micki Handford

In addition, the following area leaders oversee day-to-day SEN support for students:

Day School Leader (Willow Bank)	Mrs Diane Davies
Day School Leader (Magpie Learning Centre)	Ms Nikki Cole
Day School Leader (Phoenix Learning Centre)	Mrs Roxanne Steane
Ward Leader (LRI)	Mrs Sarah Fitzpatrick
Ward Leader (The Beacon)	Mrs Lorraine Biddle

### 2.2 Key Duties

#### Governing Body

The Governing Body provides **strategic oversight** of SEND and holds leaders to account for the quality of education and outcomes for pupils with SEND. It ensures that:

- The school meets its statutory duties under the SEND Code of Practice and Equality Act 2010
- The SEND policy and SEND Information Report are implemented effectively
- SEND provision enables pupils to access the curriculum, participate fully in school life and make progress from their starting points
- Resources, staffing and funding are used effectively to support pupils with SEND
- Arrangements are in place for identifying, assessing and meeting SEND
- Pupils with SEND are prepared for their next stage of education, employment or training
- A qualified SENCo is appointed and supported
- A SEND Link Governor is in place to support challenge and oversight

#### The SEND Link Governor

The SEND Link Governor supports effective governance by:

- Monitoring the impact of SEND provision
- Meeting regularly with the SENCo
- Reporting to the Governing Body on SEND strengths, priorities and areas for development

#### Executive Headteacher

The Executive Headteacher is responsible for the **implementation and impact** of SEND provision and will:

- Provide strategic leadership for SEND within the school
- Ensure SEND priorities are reflected in the School Improvement Plan

- Ensure high expectations for pupils with SEND and inclusive practice across the school
- Oversee SEND staffing, funding and deployment of resources
- Ensure compliance with statutory duties and reasonable adjustments
- Report regularly to governors on SEND provision and outcomes
- Ensure staff are trained and supported to meet pupils' needs

### SENCo

The SENCo in our school is **Stewart Scragg**.

The SENCo provides **professional leadership** of SEND and is responsible for:

- Leading the identification, assessment and review of SEND
- Ensuring a graduated approach to SEND support is implemented consistently
- Co-ordinating provision and monitoring progress and outcomes for pupils with SEND
- Supporting high-quality teaching through advice, guidance and staff development
- Working in partnership with parents, pupils and external agencies
- Managing EHCP processes, including reviews and transitions
- Maintaining accurate SEND records and contributing to SEND self-evaluation
- Supporting leaders in evaluating the effectiveness and impact of SEND provision

### Base Leaders and Pastoral Manager

Base Leaders and the Pastoral Manager support implementation by:

- Co-ordinating the deployment of support staff
- Supporting consistent and effective SEND practice across provision
- Contributing to monitoring, review and improvement of SEND provision

### All Staff

All staff are responsible for the **quality of education and inclusion** of pupils with SEND and will:

- Maintain high expectations for pupils with SEND
- Plan and deliver high-quality, adaptive teaching
- Use assessment to inform provision and review progress
- Contribute to a graduated response and SEND reviews
- Work collaboratively with the SENCo and wider staff team

Teaching assistants, learning mentors and support staff work under the direction of teachers to support pupils to access learning and make progress.

## **2.3 Admission arrangements**

Through our hospital school provisions, The Children's Hospital School provides education for children and young people with medical needs across inpatient wards, day school bases and outreach. The Children's Hospital School also has provision for children and young people with an EHCP within our Designated Specialist Provisions, as set out in our DSP Provision

Statements. Admission pathways differ according to the nature of provision but remain fully compliant with statutory requirements under the Children and Families Act 2014 and the SEND Regulations 2014, which set out the duties on schools and local authorities regarding placements and Education, Health and Care Plans (EHCPs).

### **2.3.1 General Principles**

The school is committed to non-discriminatory admissions practices consistent with the Equality Act 2010, ensuring no child is refused access on the basis of disability, medical need, or special educational need.

All admission decisions are based on ensuring that the child's medical, educational and welfare needs can be safely and appropriately met within the school's specialist medical-needs context.

Most students in our hospital school provisions remain on roll at their home school and are dual-registered, reflecting national guidance and common practice for medical-needs education.

### **2.3.2 Medical Needs Provision (Inpatient, Outreach and Day School)**

For pupils requiring medical-needs education due to illness, hospital admission, or specialist intervention:

- For inpatient admissions the aim is to provide education input by day 7 of hospital admission. For pupils known to the school with regular admissions the aim is to provide education as soon as they are readmitted. Education is provided following the gathering of key information, including any identified SEND or EHCP provisions.
- Day school and outreach admissions follow the processes described in the school's Admissions and Referrals Policy. Referrals may come from home schools, medical teams, the local authority, or other agencies and must outline current learning needs, medical information, and any statutory SEND documentation.
- Baseline assessments are conducted on entry to ensure appropriate provision is in place, consistent with the SEND Code of Practice requirement for early identification and assessment.

### **2.3.3 Designated Specialist Provision Admissions**

Where the school provides specialist placements within our Designated Specialist Provisions (DSPs):

- Placement decisions are the responsibility of the local authority (LA), in accordance with the SEND Code of Practice and statutory admissions duties for pupils with EHCPs. Schools must admit any pupil where the LA has formally named the provision in the child's EHCP, unless doing

so would be incompatible with the efficient education of others and there are no reasonable steps that could remove that incompatibility.

- Parents and carers cannot apply directly to the school for a DSP placement. All requests must go through the LA's statutory SEND team as part of the EHCP consultation and placement process.
- All DSP placements will be reviewed regularly by the LA in collaboration with the school, in line with the SEND Code of Practice.

### **2.3.4 Students with EHCPs**

Where a child already has an EHCP, the school will implement the educational provisions contained within it from the point of admission.

The school will work with families, home schools, health professionals and the LA to ensure that all SEND and medical-needs information is shared promptly and fully.

If a student does not yet have an EHCP but may require one, the school will liaise with the home school and the LA to initiate or contribute to statutory assessment processes, consistent with the SEND Code of Practice.

### **2.3.5 Review of Placements**

Student placements - whether hospital school or DSP - are regularly reviewed to ensure the provision remains appropriate, safe and effective, and that reintegration or onward transition is planned in a timely and supportive manner.

Where needs change, the school will consult with parents, carers, the relevant local authority, and other agencies to consider any necessary adjustments, changes of placement, or additional support.

## **2.4 Inclusion**

At the Children's Hospital School, all students - irrespective of ability, race, gender, or need - are respected and valued as individuals. This is reflected in the school's policies, organisational and curriculum structure, and its assessment and rewards systems. Students with SEND are fully integrated and included into the life of the school with respect for their individual needs.

## **2.5 Complaints Procedures**

Initially, all complaints regarding SEND provision from parents or carers should be made to the SENCo, who will follow this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website should be followed.

## **2.6 Monitoring and Evaluation**

This policy will be reviewed annually in accordance with the school's procedures. The Governing Body and Executive Headteacher will have

oversight of the review process.

Evaluation will be based on

- Data pertaining to the progress, attainment, and outcomes for students with SEND
- The management, planning and expenditure of the SEN department
- The views of children and young people and parents as captured by school survey activity throughout the year. This is done termly for students across all bases and twice a year with parents at Willow Bank School and at point of discharge for other bases
- The thoughts and opinions of children and young people are captured through involvement of students with SEND in the school council

## Part 3 Identification, Assessment and Provision

### 3.1 Identification and Assessment

The school uses a graduated response to the identification of special educational needs as outlined in the SEND Code of Practice: 0-25 Years (Jan 2015).

#### Identification

A process of initial identification and assessment is undertaken relevant to the setting of the school.

- Inpatients  
On admission staff will complete a Student Information Form with the parent or carer that identifies the home school and any known learning needs or SEND; attainment and progress issues and, where applicable, current Education and Health Care (EHC) plans.

Further information will be sought from the home school.

- Day School and Outreach  
In the referral process, home schools and other agencies highlight issues relating to any known learning needs or SEND; attainment and progress issues; current Education and Health Care (EHC) plans.

Once a student has been admitted and the induction process has commenced the SENCo or base leader contacts each home school to ensure that all relevant details and documentation have been forwarded to Children's Hospital School.

- Designated Specialist Provision  
Admission to the Designated Specialist Provision is through a consultation process led by the local authority. All pupils admitted to the DSP have an Education, Health and Care (EHC) plan that identifies their special educational needs. The EHC needs assessment process identifies a pupil's needs, provision requirements, outcomes, attainment and progress.

Once a pupil has been admitted to the DSP and the induction process has commenced, the SENCo and/or DSP lead will liaise with the previous school, parents/carers and relevant professionals to ensure that all EHC plan documentation, reports and supporting information have been received and reviewed. This enables the school to develop a clear understanding of the pupil's needs and to ensure that provision within the DSP is aligned with Sections B and F of the EHC plan.

Ongoing assessment, observation and review within the DSP are used to monitor pupils' engagement, progress and any emerging needs, and

to inform planning and delivery of provision in line with agreed EHC plan outcomes.

### Baseline Assessment

Baseline assessments including reading and spelling tests are undertaken on admission to inform teaching and monitor progress.

Subject based assessments are undertaken as appropriate to key stage and ability.

The Cognitive Abilities Test Fourth Edition (CAT4) will be used with new students in Key Stage 4. This is a suite of tests developed to support schools in understanding students' abilities and likely academic potential.

### Individual Diagnostic Assessments

Individual diagnostic assessments are used for students where there are additional concerns. These may include cognitive assessment batteries such as WRAT5, CTOPP2, handwriting speed assessments and diagnostic assessments of visual disturbance; these will be reviewed at regular intervals.

### Statutory Assessment: Education and Health Care (EHC) Plans

#### ***Hospital School Admissions***

For hospital school admissions if a student is in receipt of an EHC plan, the Children's Hospital School will ensure that its provisions are implemented whilst the student is on roll.

Where a student has been unable to make adequate progress and there is a significant cause for concern, the Children's Hospital School, together with the home school and parents/carers, may make a request for statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCo will liaise with the home school and participate in and support requests for statutory assessment, educational advice, annual and transition reviews as required.

In certain circumstances, the SENCo will, in consultation with parents and carers, initiate the process for requesting statutory assessment.

#### ***Designated Specialist Provision Admissions***

For pupils admitted to the Designated Specialist Provision (DSP), the Children's Hospital School recognises that all students placed within the provision will have an Education, Health and Care (EHC) plan or be undergoing an assessment of their EHC needs. The school will ensure that the special educational provision and outcomes specified within each pupil's EHC plan are implemented and reviewed appropriately while the pupil is on roll within the

DSP.

The DSP is designed to meet the needs of pupils whose EHC plans identify complex and enduring needs, and provision will be personalised in line with Section F of the plan, taking account of the pupil's social, emotional, mental health, communication and learning needs.

The SENCo will work in close partnership with parents/carers, the local authority, health professionals and other relevant agencies to contribute to annual reviews, interim reviews and transition planning, and to ensure that provision remains appropriate and responsive to need.

Where a pupil's needs change significantly, or outcomes and provision require amendment, the SENCo will support the review process and liaise with the local authority to ensure that the EHC plan continues to reflect the pupil's needs accurately.

### Assessment of Access Arrangements for Examinations

A child or young person may have been identified by their home school as requiring specific examination access arrangements. Where this is the case, the information will be collected by Children's Hospital School and followed in both in-class assessment and external examination situations.

For students whose SEND is identified or alters whilst at the Children's Hospital School, the SENCo will carry out an appropriate assessment of need and can then make a request for Examination Access Arrangements as appropriate.

This information and documentation will be forwarded when students transition to their next educational or post-16 placement.

### SEND Concerns

Where students are at risk of not making expected progress, base and subject leaders together with the SENCo will discuss next steps. Additional assessments will be carried out as appropriate. The SENCo will also arrange for additional diagnostic assessments to be undertaken by external agencies and professionals if necessary.

### Parental Concerns

If parents/carers have concerns or questions, the school encourages them to contact either the teacher or teaching assistant tutor, base leader or the SENCo to discuss this.

Contact with the student's home school is maintained throughout the student's time on roll at the Children's Hospital School.

Where a student is transitioning to a new provision or post-16 provider, the SENCo will work with all agencies involved in the transition to ensure that the student's ongoing SEND can be effectively supported.

### **3.2 Provision**

The Children's Hospital School ensures that the graduated response is employed in the identification, assessment and teaching of students with SEND as follows:

- Wave 1: Quality First teaching for all by all teaching staff
- Wave 2: Targeted interventions for students who may be able to 'catch up'
- Wave 3: Where a student is unable to make expected progress, despite additional provision at Wave 2, the school will introduce additional interventions and seek advice and involvement from external support services. Where assessments identify that a student requires additional provision on a regular basis, the school can apply for additional resources.

All students at the Children's Hospital School are taught in either one-to-one sessions, on individualised learning programmes or in small curriculum-based classes arranged by year; key stage or need.

Students with SEND will have differentiated learning activities tailored to their needs. Additional support is provided as necessary within small teaching groups.

### **3.3 Student SEND Information Sharing**

SEND information is shared with staff at the Children's Hospital School using pen portraits, at a glance sheets and individual health care plans (IHCPs) as appropriate. This may include information about the student, including a description of need, SEND information, assessment data, successful teaching strategies and other strategies to support student's independence for managing changing circumstances. This is reviewed and updated on an individual basis as is appropriate to a student's changing circumstances and length of time on roll.

For children and young people with an EHC plan SEND information will be reviewed and updated following the annual review.

### **3.4 Monitoring of individual progress**

Monitoring of progress for all students, including those with SEND, is outlined in the school's Assessment Policies and Procedures.

For students who are working below the level of the National Curriculum and who are not engaged in subject-specific study, The Children's Hospital School

will use their own version of The Engagement Model (DfE, 2020) to monitor progress. The Children's Hospital School's SEND Handbook provides a detailed overview of how we will use our modified version of The Engagement Model to monitor the progress of children and young people with complex learning needs or who are working below the level of the national curriculum.

### **3.5 Provision of an appropriate curriculum**

The curriculum is regularly reviewed by the senior leadership team and base leaders. Subject teachers ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SENCo, area leaders and the Pastoral Manager.

For students who are working below the level of the National Curriculum and who are not engaged in subject-specific study, we have developed The Children's Hospital School SEND Handbook. For students who fall into this category, we will provide a multi-sensory, holistic and play-based curriculum which is highly personalised to each individual student to ensure they reach their potential and maximise their school learning experience.

If a student is accessing a sensory curriculum or has complex learning needs, we will facilitate learning activities on the wards or at home. The SENCo will advise and support the inpatient and home tuition teaching staff in working with these learners and seek support from outside agencies as appropriate.

### **3.6 Provision of Teaching Support and CPD**

The SENCo and Assistant SENCo will work with and support base leaders, the Pastoral Manager, subject teachers and teaching assistants in:

- Planning support for SEND students
- Preparing relevant and differentiated materials
- Evaluating and reviewing progress
- Providing or organising training for staff as appropriate
- Individual bases and subject areas are encouraged to ask for INSET from the SENCo
- The SENCo liaises with the CPD lead to ensure that all staff have up to date CPD opportunities for teaching students with SEND
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during CPD sessions

### **3.7 Allocation of Resources**

The school is allocated funding for SEND by the local authority. Students who have free school meals can also access Pupil Premium funding.

Each area of the school and subject departments is allocated funding for

resources and teaching materials.

A SEN budget is held by the SENCo to purchase resources across the school and in response to individual need.

## **Part 4: Communication and Partnership**

### **4.1 The Children's Hospital School**

The SENCo is a member of the middle leadership team

The SENCo and Assistant SENCo attend whole school and base meetings and work with the base leaders across the school on a regular basis

The school and all staff access the school network and SIMS management system to obtain and disseminate information. This includes:

- SEN Registers
- Cognitive assessment and other assessment reports
- Data on attainment, effort, independence, and emotional wellbeing
- EHC plans, annual reviews, external agency reports
- SEND information including pen portraits, at a glance sheets and individual health care plans (IHCPs) as appropriate.

### **4.2 Parents**

Given the nature of the school, staff regularly speak to parents in hospital and at home on a daily basis. The school actively seeks communication with all parents through face-to-face, online platforms, phone conversation, letters home, the school website and newsletters.

Parents are invited to all meetings and progress reviews and where appropriate home visits are also made. Parents' evenings are held for day school students.

### **4.3 Students**

The Children's Hospital School acknowledges each student's role as a partner in their own education and learning. They are encouraged and supported to be actively involved in social and uplift activities, break and lunchtime activities. SEND students are actively encouraged to be involved in decision making. Their views are sought through regular discussion with staff, tutors and through student voice surveys.

### **4.4 External Agencies and Support**

We will work with and seek support from

- Educational Psychology Services (City and County)
- Child and Adolescent Mental Health Service (CAMHS)
- Inpatient Paediatric Clinical teams
- Connexions

- Early Support
- Leicester City SEND Support Services including visual and hearing support services
- Leicestershire County Council Autism Outreach Team
- Leicester City Special Education Service (SES)
- Leicestershire Special Educational Needs Assessment and Commissioning Service (SENACS)
- School Community Nursing Team
- Educational Welfare Service (City) and Attendance Services (County)
- Speech and Language Therapy Services
- Occupational Therapy and Physiotherapy
- SENDIASS
- Leicester Partnership School
- City of Leicester Association of Special School (CLASS)
- Senior Leaders of Education (SLE)
- Other agencies as appropriate to each student

#### **4.5 Between Schools and post-16 providers**

The SENCo will liaise with SENCos and relevant staff from other schools and colleges across Leicester City and Leicestershire County Council and post-16 providers of education, training and employment as appropriate.

#### **4.6 Transition Arrangements**

Transitions for all students are managed in the first instance by the student's designated teacher, tutor or base leader.

The SENCo will support and ensure that all SEND documentation and records are made available when students transition back to home schools or to new education or post-16 settings.

The SENCo and/or Assistant SENCo will provide educational advice and attend multi-disciplinary discharge planning, early support and transition meetings as required.

#### ***Statement on Impact on Workload & Work-Life Balance***

*The implementation of this policy has been assessed as having an impact on workload in that it is essential to the effective and efficient running of the school. However, all workload should be accounted for by the '1265' time budget for teachers as outlined at the start of each academic year. Regular discussions between the Head Teacher and the Professional Associations representatives will enable effective monitoring and evaluation of the policy*