



**South
Pennine
Academies**

An excellent education for everyone

SEND policy

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1. Values and Ethos

South Pennine Academies values all students and celebrates the diversity of experience, interest and achievement within its community. All students are

entitled to experience praise, recognition and success. Students with Special Educational Needs and/or Disabilities (SEND) have an equal entitlement to this, and the academy is committed to ensuring that they are supported to achieve their potential and participate fully in academy life.

The academy is committed to providing a high-quality, inclusive education for all students and to meeting its statutory duties under SEND and equality legislation.

2. Purpose of the Policy

This policy outlines the framework through which the academy meets its duties, obligations, and equality values in providing effective support for students with SEND. It applies to all students, regardless of whether they have an Education, Health and Care Plan (EHCP).

Through the successful implementation of this policy, the academy aims to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Promote equality of opportunity for students with SEND
- Foster positive relationships between students with SEND and their peers
- Ensure that students with SEND are supported to make progress academically, socially, and emotionally

3. Principles Underpinning SEND Provision

The academy works in partnership with the Local Authority (LA), or equivalent bodies, and is guided by the following principles, which underpin SEND practice:

- The active involvement of students and their parents/carers in decision-making
- The early identification of need and timely intervention
- A strong focus on inclusive practice and the removal of barriers to learning
- Collaboration across education, health, and social care to ensure joined-up support
- High-quality, evidence-based provision to meet a diverse range of needs
- Greater choice and control for students and their parents/carers
- Effective preparation for adulthood, including independent living, employment, and participation in society

4. Definition of Disability (Equality Act 2010)

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

5. Definition of Special Educational Needs and Disabilities (SEND)

For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; and/or
- A disability or health condition which prevents or hinders them from making use of educational facilities generally provided for peers of the same age in mainstream settings; and
- A need for special educational provision that is additional to or different from that made generally available for other students of the same age in mainstream settings.

6. Trust-Wide Commitment to Inclusion

The Trust is committed to ensuring a consistent, high-quality approach to SEND across all academies within the Trust. This includes:

- Clear expectations for inclusive practice in all academies
- Oversight of SEND provision and outcomes at Trust level
- Support and challenge to academies to ensure compliance with statutory duties
- Sharing effective practice and expertise across the Trust

The Trust recognises that SEND provision is a collective responsibility and that strong leadership at all levels is essential to achieving positive outcomes for students with SEND.

7. Identification, Assessment and Progress Monitoring

7.1 Early Identification of SEND

The academy has a clear and systematic approach to identifying and responding to Special Educational Needs and/or Disabilities (SEND). The academy recognises that early identification, high-quality teaching, and effective provision are critical to improving long-term outcomes for students. All teachers are responsible for the progress and development of all students in their class, including those with SEND.

With the support and guidance of the SENCO, classroom teachers will conduct regular formative and summative assessments as part of the academy's assessment cycle. These assessments are used to identify students who may be making less than expected progress and who may require additional support.

7.2 Identifying Less Than Expected Progress

Progress may be considered less than expected when it:

- Is significantly slower than that of peers starting from the same baseline
- Does not match or improve on the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Results in the attainment gap widening, including where progress plateaus

When concerns are identified, teachers will undertake a graduated response, making reasonable adjustments and adapting teaching strategies before considering whether a student should be identified as having SEND.

7.3 The Graduated Approach

Support for students with SEND follows the Assess – Plan – Do – Review cycle, as outlined in the SEND Code of Practice (2015):

- Assess: Analysing assessment data, teacher observations, and parental views
- Plan: Agreeing targeted support and outcomes, in consultation with parents and the student
- Do: Implementing interventions and inclusive classroom strategies
- Review: Evaluating impact and adjusting provision as required

This cycle is iterative and responsive to the evolving needs of the student.

8. Definitions of SEND

8.1 Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- A child of compulsory school age or a young person is considered to have a learning difficulty or disability if they:
- Have significantly greater difficulty in learning than the majority of others of the same age; and/or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

This definition is taken from the SEND Code of Practice (2015).

8.2 Broad Areas of Need

SEND may include, but is not limited to, difficulties within the following four broad areas:

- Communication and interaction
(e.g. speech, language and communication needs, autism spectrum conditions)
- Cognition and learning

(e.g. dyslexia, dyspraxia, moderate learning difficulties)

- Social, emotional and mental health

(e.g. anxiety, ADHD, attachment difficulties)

- Sensory and/or physical needs

(e.g. visual or hearing impairments, physical disabilities)

The academy recognises that SEND may be temporary or long-term, may fluctuate over time, and may present differently in different contexts.

8.3 SEND and Disability

The academy recognises that:

- Some conditions can be age-related and may change over time
- Not all disabilities constitute SEND, but a student with a disability is considered to have SEND if they require special educational provision
- Students may require support even where difficulties are not formally diagnosed

The academy is committed to removing barriers to learning and ensuring all students have access to high-quality teaching and appropriate support.

8.4 Equality Act Considerations

The academy is mindful of its duties under the Equality Act 2010 and will take all reasonable steps to ensure that students with disabilities are not unlawfully discriminated against.

Behavioural needs will be considered holistically, and the academy will work to identify underlying needs and provide appropriate support. Safeguarding concerns and disciplinary matters will be addressed in line with statutory guidance and relevant academy policies.

8.5 Specialist Support and Access to Learning

The academy recognises that some students with sensory or physical impairments may require specialist equipment, reasonable adjustments, or environmental adaptations to access learning effectively.

The SENCO will work with staff, parents, and relevant professionals to ensure that appropriate support is identified, implemented, and reviewed, regardless of whether the student meets the threshold for SEND identification.

9. Objectives

Through the implementation of this policy, the academy will:

- Use its best endeavours to ensure that students with SEND receive the support they need to access a broad and balanced curriculum

- Ensure that students with SEND are able to engage fully in academy life alongside their peers
- Provide high-quality, inclusive provision, focused on removing barriers to learning
- Fulfil its duties under the SEND Code of Practice (2015)
- Promote equality of opportunity and eliminate discrimination in line with the Equality Act 2010
- Make reasonable adjustments, including the provision of auxiliary aids and services, to avoid substantial disadvantage
- Appoint a qualified SENCO to coordinate SEND provision
- Work in partnership with parents/carers and keep them informed when SEND provision is made
- Publish and review statutory information, including:
 - The SEND Information Report
 - Accessibility Plans
 - Admissions arrangements for students with SEND

10. Roles and Responsibilities

10.1 The Trust Board

The Trust Board is responsible for strategic oversight of SEND across the Trust. This includes:

- Approving and monitoring SEND policies and procedures
- Ensuring compliance with statutory SEND duties
- Ensuring appropriate resourcing, staffing and funding arrangements
- Monitoring the effectiveness and quality of SEND provision across the Trust
- Appointing a Trustee with responsibility for SEND to provide challenge and support
- Ensuring suitable arrangements for admissions and accessibility

10.2 The Local Academy Board (LAB)

The Local Academy Board is responsible for ensuring effective SEND provision at academy level. This includes:

- Ensuring this policy is implemented consistently and fairly
- Monitoring the impact of SEND provision on outcomes and wellbeing
- Ensuring a qualified SENCO is in post
- Ensuring reasonable adjustments are made for students with disabilities
- Overseeing the academy's Accessibility Plan and SEND Information Report
- Ensuring arrangements are in place for students with medical conditions
- Ensuring safeguarding arrangements account for the additional vulnerabilities of students with SEND

10.3 The Principal

The Principal is responsible for SEND leadership within the academy and will:

- Promote a culture of high expectations and inclusion for students with SEND
- Ensure statutory duties relating to SEND are met
- Ensure high-quality teaching and curriculum access for students with SEND
- Ensure staff understand students' needs and appropriate strategies
- Ensure effective partnership with parents, carers and external professionals
- Ensure the SENCO has sufficient time, resources and professional support
- Report to the Local Academy Board on SEND outcomes and provision
- Ensure patterns of SEND identification and outcomes are monitored and reviewed

10.4 The SENCO

The SENCO has responsibility for the day-to-day coordination of SEND provision and will:

- Lead and develop SEND practice across the academy
- Coordinate provision for students with SEND, including those with EHCPs
- Advise staff on the graduated approach to SEND support
- Liaise with parents, external professionals and the Local Authority
- Support staff with identification, assessment and intervention
- Maintain accurate SEND records in line with data protection requirements
- Support inclusive practice and ensure students with SEND participate fully in academy life
- Undertake and deliver relevant training and professional development

10.5 The Designated Safeguarding Lead (DSL)

The DSL will:

- Ensure safeguarding arrangements reflect the additional vulnerabilities of students with SEND
- Work closely with the Principal and SENCO on safeguarding concerns
- Liaise with relevant agencies regarding safeguarding matters
- Promote a safe environment, including online safety, for students with SEND

10.6 Teachers

All teachers are teachers of SEND and will:

- Adapt teaching to meet the needs of students with SEND
- Plan, deliver and review support using the graduated approach
- Set high expectations for all students
- Be accountable for the progress and development of students in their class

- Work closely with the SENCO and parents/carers
- Raise concerns about progress or wellbeing promptly

10.7 Early Years Students with SEND (Primary Only)

All early years providers are required to identify and support children with SEND and promote equality of opportunity in line with the Early Years Foundation Stage (EYFS) framework. The academy is committed to early identification and intervention, recognising that this is critical to securing positive long-term outcomes.

The academy will ensure that:

- All staff working with early years pupils are alert to emerging needs and developmental concerns
- Staff listen carefully to, and act upon, concerns raised by parents and carers
- Children's own views are sought and taken into account where appropriate

The SENCO has responsibility for coordinating SEND provision in the early years. Parents will be informed when special educational provision is made for their child. The academy will follow the graduated approach of assess, plan, do, review to monitor progress and adjust provision accordingly.

11. Students with Specific Circumstances

11.1 Looked After Children (LAC)

Students who are looked after by the Local Authority (LA) may have additional vulnerabilities and support needs. The academy has a designated teacher for Looked After Children. Where this role is held by an individual other than the SENCO, close collaboration will be maintained to ensure the needs of students who are both looked after and have SEND are fully understood and supported. The academy will work with relevant professionals to ensure provision is coordinated, consistent, and responsive to the student's needs.

11.2 Students with English as an Additional Language (EAL)

The academy recognises that having English as an Additional Language (EAL) does not, in itself, constitute SEND. When identifying and assessing possible SEND for students with EAL, the academy will:

- Consider the student's linguistic, cultural, and home background
- Distinguish between language acquisition needs and additional learning needs
- Avoid assumptions that slow progress is solely attributable to language development

Where concerns persist, the academy will consider all aspects of a student's performance and may seek advice from external professionals or community liaison services where appropriate, to ensure accurate identification and timely support.

12. Admissions

The academy will meet its duties under the DfE's School Admissions Code and ensure that students with SEND are not treated less favourably during the admissions process. In particular, the academy will:

- Not refuse admission to a child on the basis of actual or perceived SEND, disability, or likely behavioural needs
- Not refuse admission to a child where the academy is named in an Education, Health and Care Plan (EHCP)
- Consider applications from children with SEND who do not have an EHCP in line with published admissions arrangements
- Not refuse admission on the basis that the academy feels it cannot meet a child's needs
- Ensure that admissions, oversubscription criteria, uniform policies, enrichment activities, and trips do not disadvantage applicants with SEND
- Ensure selection and assessment processes are accessible, with reasonable adjustments made where required
- Apply fair, transparent and lawful admissions arrangements in accordance with the Admissions Code

Arrangements for the admission of students with SEND are set out in the academy's Admissions Policy, which is published on the academy website.

13. Involving Students and Families in Decision-Making

The academy is committed to working in partnership with students and their parents/carers in all matters relating to SEND. This partnership is central to securing positive outcomes. All parents receive regular information about their child's progress. Where a student is receiving SEND support, the academy will work closely with parents to agree outcomes, review progress, and adapt provision as required.

The class teacher, supported by the SENCO, will meet with parents of students with SEND at least three times per year, or more frequently where needed. Parents are encouraged to share their knowledge of their child, and the academy will ensure that parental views are valued, listened to, and acted upon. Parents will be formally notified when special educational provision is made for their child. Students' views will be sought and taken into account at an age-appropriate level.

Planning for students with SEND will:

- Focus on the student as an individual rather than on labels
- Use clear, accessible language that is easy to understand
- Identify strengths, interests and aspirations alongside needs
- Enable students and families to contribute to identifying desired outcomes
- Tailor provision to individual needs
- Minimise unnecessary demands on parents
- Promote effective collaboration between professionals

Where a student has an Education, Health and Care Plan (EHCP), the academy will work in partnership with parents, the student and relevant professionals to implement provision effectively and review impact. Where appropriate, the academy will support access to advocacy to ensure parental views are heard.

14. Joint Commissioning, Planning and Delivery

The academy is committed to working collaboratively so that students with SEND can achieve positive educational outcomes and are well prepared for adulthood, including employment, independent living and participation in society.

The academy will work closely with education, health and social care partners to ensure students receive the right support at the right time. In doing so, the academy will support the Local Authority in fulfilling its statutory duties under the Children and Families Act 2014, including the duty to promote joint commissioning and integrated working (Section 25).

The academy will draw on relevant local and national data to inform planning and forecast future need, including:

- Demographic and population data
- SEND prevalence data
- Information on local EHCP trends and primary needs
- Availability of local specialist provision
- Identified local health or inequality challenges

All data will be managed in line with the Trust's Data Protection Policy. Provision will be planned, delivered and reviewed with a clear focus on outcomes. This includes monitoring the impact of support on:

- Educational progress and achievement
- Early identification of SEND, including prior to academy entry
- Preparation for adulthood

Where students with SEND also have medical needs, provision will be coordinated in line with statutory guidance and, where relevant, their EHCP.

Support will be adapted or changed where it is not demonstrating sufficient impact.

15. Funding

The academy will use its delegated funding, including the notional SEND budget, to meet the needs of students with SEND in line with the Local Authority's Local Offer.

The academy will make SEND provision from its own budgets for all students with SEND, including those with an Education, Health and Care Plan (EHCP).

Where additional needs are identified, the academy will use its delegated funding to provide early intervention and targeted support. Where a student continues to make insufficient progress despite appropriate support, the academy may seek additional funding from the Local Authority, including high needs top-up funding, to secure specialist provision where necessary.

Personal budgets, where agreed, are allocated by the Local Authority from the high needs funding block and do not replace the academy's responsibility to provide appropriate SEND support.

16. The Local Offer

The academy recognises the Local Authority's duty to publish and maintain a Local Offer and will work collaboratively to support its development and review where appropriate.

The academy, through the Local Academy Board, will support the Local Authority to ensure the Local Offer is:

- Collaborative – developed and reviewed with input from education settings, parents, carers and students where appropriate
- Accessible – clear, factual, jargon-free, and easy to navigate, with effective signposting
- Comprehensive – setting out the education, health and social care support available for children and young people aged 0–25, including eligibility criteria and routes for advice, support and complaints
- Up to date – regularly reviewed to ensure information remains accurate and current

The academy will provide the Local Authority with up-to-date information about its SEND provision and capacity to support students with SEND to assist with the accuracy and effectiveness of the Local Offer.

17. The Graduated Approach

Once a student has been identified as having SEND, the academy will follow the graduated approach of assess, plan, do, review to meet their needs.

This approach will involve:

- Assessing the student's needs clearly and accurately
- Planning appropriate support and interventions in partnership with parents, including agreed outcomes and review dates
- Delivering interventions and support, with advice and guidance from the SENCO where appropriate
- Reviewing progress regularly and adapting provision as necessary

This cycle will be repeated as needed to ensure provision remains responsive and effective.

18. Assessment and Education, Health and Care Needs

Assessments

Where a student's needs cannot be met through the resources normally available within the academy, the academy will, in consultation with parents, consider requesting a statutory Education, Health and Care (EHC) needs assessment.

Consideration of an EHC needs assessment will focus on:

- The student's desired outcomes
- The views of the student and their parents/carers
- Evidence of graduated support already provided

The academy will meet its statutory duty to respond to requests for evidence relating to statutory assessment within six weeks. When assessing and reviewing progress for students with SEND, the academy will:

- Take account of the views and experiences of students and their parents
- Set ambitious and achievable targets
- Monitor progress towards agreed outcomes
- Review the impact of additional or different provision
- Promote personal, social and emotional development
- Base decisions on the best available evidence

Detailed assessments will consider the full range of a student's needs, not solely a primary area of difficulty. Where appropriate, needs will be identified within the four broad areas of SEND outlined in the SEND Code of Practice:

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

Where a student continues to make limited progress despite targeted SEND support, the academy will work in partnership with parents before seeking advice from external specialists.

19. Training and Professional Development

The academy is committed to ensuring that staff have the knowledge, skills and confidence to meet the needs of students with SEND. Relevant staff will receive training appropriate to their role, coordinated by the SENCO and supported by external agencies where appropriate. Training will be regularly reviewed to ensure it reflects current needs within the academy. Training may include (but is not limited to):

- Identifying and understanding SEND
- Implementing and reviewing SEND support
- Making reasonable adjustments
- Supporting social, emotional and mental health needs
- Promoting inclusive and calm learning environments
- De-escalation and positive behaviour support strategies

20. Promoting Mental Health and Wellbeing

Mental health and wellbeing will be a key consideration in SEND-related training, contributing to an inclusive culture that promotes equality, understanding and respect. The academy is committed to promoting the mental health and wellbeing of all students and will implement the Trust's Mental Health and Wellbeing Policy.

The academy will support the development of students' resilience, confidence and emotional wellbeing, recognising the strong link between mental health, learning and achievement. This will be promoted through inclusive classroom practice, positive relationships, and a supportive curriculum.

Positive behaviour and classroom management strategies will be used to promote social development, self-esteem and engagement in learning.

Where appropriate, the academy will work in partnership with parents and carers to support students' emotional wellbeing.

21. Education, Health and Care Plans (EHCPs)

Where a student continues to make insufficient progress despite purposeful SEND support, the academy will work in partnership with parents/carers to consider requesting an Education, Health and Care (EHC) needs assessment. The purpose of an EHCP is to secure appropriate special educational

provision to meet a student's SEND, support positive outcomes across education, health and social care, and prepare the student for adulthood.

EHC Needs Assessments

As part of the EHC needs assessment process, the academy will:

- Cooperate fully with the Local Authority (LA) and provide requested information within statutory timescales
- Contribute clear evidence of the student's needs, progress and provision already in place
- Gather and share advice from relevant education, health and care professionals

Where the LA decides not to issue an EHCP, the academy will use the feedback received to strengthen the graduated approach and adapt provision accordingly.

Issuing and Reviewing EHCPs

Where a student has an EHCP:

- The academy will admit any student where it is named in the EHCP
- All staff working with the student will be made aware of their needs and required provision
- Provision will be delivered in line with the EHCP and monitored throughout the year

The academy will cooperate with the LA to ensure the annual review of an EHCP takes place at least once every 12 months and will:

- Actively involve parents/carers and the student, seeking and valuing their views
- Gather and share advice from relevant professionals
- Contribute clear recommendations and evidence to support decision-making
- Support the student's voice, including access to advocacy where appropriate

Parents and students will be informed of their right to appeal decisions relating to EHCPs in line with statutory processes.

22. Safeguarding

The academy recognises that children and young people with SEND may face additional safeguarding vulnerabilities and are at a greater risk of abuse and harm. Staff are aware that students with SEND may be disproportionately affected by:

- Bullying, including prejudice-based and peer-on-peer abuse

- Online risks, including grooming, exploitation, cyberbullying and radicalisation
- Abuse and neglect, including sexual violence or harassment

The academy also recognises that indicators of abuse may be harder to identify for students with SEND due to factors such as communication difficulties, social isolation, or assumptions that behaviour or presentation is linked solely to a student's needs or disability. All staff are expected to remain vigilant to changes in behaviour, mood or presentation and to report concerns promptly.

The academy's Child Protection and Safeguarding Policy reflects the additional barriers that may exist when identifying abuse in students with SEND. Safeguarding concerns will be managed by the Designated Safeguarding Lead (DSL) in collaboration with the SENCO, where appropriate.

Where physical intervention is required, staff will act in accordance with the academy's Positive Handling Policy, ensuring responses are proportionate, lawful and sensitive to the needs of students with SEND.

23. Transitions Between Phases of Education

The academy recognises the importance of effective transition planning for students with SEND to ensure continuity of support and positive outcomes.

Transitions may include:

- Early years provision to school
- Primary to secondary education
- Secondary education to further education or training
- In year move

Where a student has an Education, Health and Care Plan (EHCP), reviews will take place in sufficient time to support planning and, where necessary, commissioning of provision at the next stage. For key phase transfers, EHCP reviews and amendments will be completed by 15 February in the academic year of transfer, in line with statutory requirements. The academy will work in partnership with parents, students and receiving settings to support smooth and well-planned transitions.

24. Disagreement Resolution and SEND Tribunal

The academy is committed to resolving disagreements about SEND provision promptly and constructively, and wherever possible without disruption to a student's education.

Concerns will be managed in line with the academy's Complaints Procedure, starting with informal resolution where appropriate.

Where a disagreement relates to SEND provision, including EHCPs, the academy will:

- Work with parents and carers and liaise with the Local Authority (LA) as appropriate
- Signpost parents to independent disagreement resolution and mediation services
- Cooperate fully with statutory processes, including SEND Tribunal proceedings where required

Parents will be informed of their rights to appeal decisions relating to EHCPs and of Ofsted's role where concerns relate to early years SEND provision. The academy will provide relevant information and evidence to support resolution processes and will continue to work collaboratively to ensure appropriate support remains in place for the student.

25. Preparing for Adulthood

The academy recognises that preparing for adulthood is a key outcome for students with SEND and that preparation should begin early, building progressively in line with students' aspirations, strengths and needs.

Preparation for adulthood may include support with:

- Further and higher education pathways
- Employment and training
- Independent living
- Participation in society and community life

From Year 9 onwards, EHCP reviews will include a clear focus on preparation for adulthood. The academy will support students to explore appropriate post-16 pathways and develop skills related to employment, independence and wellbeing. The academy will work with further education providers and external partners where appropriate and ensure that students receive independent careers guidance in line with statutory requirements. The academy's Careers Policy sets out how students with SEND are supported to prepare for future education, employment and training.

26. Data and Record Keeping

The academy will maintain accurate, up-to-date and secure records relating to students with SEND.

SEND records will:

- Record details of SEND, agreed outcomes, support provided and the impact of that provision
- Reflect additional or different provision made through SEND support, including the use of provision maps where appropriate
- Be used to monitor students' progress, behaviour and development over time
- Support effective review and decision-making as part of the graduated approach

The academy will maintain an accurate SEND register and ensure that all records are stored securely in line with the Trust's Data Protection Policy and relevant data protection legislation. The academy will hold and analyse data on the levels and types of SEND within the academy and will provide this information to the Local Authority where required.

The SEND Information Report will be prepared and reviewed by the Local Academy Board and published on the academy website. It will include all information required under paragraphs 6.79 and 6.83 of the SEND Code of Practice: 0–25 years.

27. Confidentiality, Publication and Review

Confidentiality

The academy recognises the importance of maintaining confidentiality in relation to students with SEND and will handle all SEND-related information sensitively and lawfully. Education, Health and Care Plans (EHCPs) and related information will not be disclosed without parental consent, except where disclosure is required by law or for statutory purposes, including:

- SEND Tribunal proceedings or matters involving the Secretary of State
- Court orders or criminal proceedings
- Statutory safeguarding duties under relevant legislation
- Regulatory inspection by Ofsted or other authorised bodies
- Transfer of information to a receiving education provider at transition

The academy will always adhere to the Trust's Confidentiality and Student Confidentiality Policies, and to data protection legislation.

Publishing Information

The academy will publish required SEND information on its website, including the SEND Information Report, which sets out how this policy is implemented in practice. The SEND Information Report will be reviewed annually and updated as soon as reasonably practicable when changes occur.

Monitoring and Review

This policy will be reviewed annually by the SENCO and Principal, in conjunction with the Local Academy Board and Trust oversight. Any changes to this policy will be communicated to staff and made available to parents/carers and other relevant stakeholders. All staff are expected to familiarise themselves with this policy as part of their induction and ongoing professional responsibilities.