

Hillside High School



School:	Hillside High School
School Link:	Nevina Cross
Date of Governing Body Review:	January 2019
Next Review Due:	January 2021
Signed:	
Chair:	Sharon Lees
Principal:	Amanda Ryan

Designated Safeguarding Lead (DSL): Mrs N Cross, Assistant Vice Principal, Pastoral, Deputy Designated Persons: Mrs A McGing, Home Liaison, Miss C Sheils, Home Liaison, Mr T Smedley, Inclusion Manager and Mr Heverin, Standards and Effectiveness Leader.

INTRODUCTION

Our policy applies to all staff, governors and volunteers working in the school and covers five main elements:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

AIMS AND OBJECTIVES

Hillside High School fully recognises its responsibilities for child protection and its duty toward safeguarding and promoting the welfare of children under Section 175 of the Education Act 2002. (Section 157 for Academies)

The Governing Body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering, or likely to suffer, harm.

The overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

This will be achieved by:

- Continuing to develop awareness in all staff (including temporary and supply staff and volunteers) of the need for child protection and their responsibilities in identifying abuse.
- Ensuring that all staff are aware of referral procedures within the school.
- Ensuring that all staff know the named Designated Person/Lead who is responsible for child protection/safeguarding (and in her absence the Deputy Designated Persons).
- Monitoring children who have been identified as 'at risk'.
- Developing effective links with relevant agencies such as CAMHS, Attendance and Welfare Service and the educational psychology service.
- Working effectively with Social Care attending and contributing to case conferences as necessary.
- Keeping written records of concerns using Child Protections Online Monitoring and Safeguarding (CPOMS) about children, even when there is no need to refer the matter immediately.
- Ensuring that all records are kept securely; separate from the main pupil file.

- Ensuring that, when a child on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Following relevant procedures where an allegation is made against a member of staff or volunteer.
- Ensuring safe recruitment practices are always followed.
- Ensuring that key concepts on child protection are integrated within the curriculum and Spiritual, Moral, Social & Cultural (SMSC) lessons.
- Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.

In this policy document the terms 'child' and 'pupil' are interchangeable, as are the terms Designated Teacher and Designated Person/Lead.

SCHOOL PROCEDURES

1. Any member of staff with an issue or concern relating to child protection should immediately discuss it with the Designated Person/Lead. Allegations of child abuse must always be given the highest priority and referred immediately to the Designated Person/Lead.
2. The Designated Teacher will then decide on an appropriate course of action, in line with child protection procedures set out by the Local Safeguarding Children Board and national guidelines.

DEALING WITH DISCLOSURE OF ABUSE

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- Under no circumstances promise the child confidentiality. Inform the child that this information will have to be passed on to the Designated Person/Lead.
- If disclosures are made by a child when other children are present in class, the conversation should be stopped and continued as soon as possible when other children are not present.
- Stay calm and listen with the utmost care to what the child is saying. Without asking leading or unnecessary questions – this can be construed as further abuse of the child. The way in which you talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
- Make a note of what the child is saying in the child's own words.
- The note should include the time, date, place and people who were present. This note can be used in subsequent proceedings.
- A child's disclosure should always be accepted as true until proven otherwise. It is rare for a child to make false accusations. If the allegations are subsequently found to be false it may nevertheless be an indication of a child's need for help in other ways.
- Immediately inform the Designated Teacher, Deputy Designated Member of staff or in their absence the Principal or Vice Principal. This concern should then be followed up in writing through CPOMS.

- Disclosures should not be discussed with any other member of staff.

MONITORING AND RECORD KEEPING

Staff must keep the Designated Teacher informed of:

- Poor attendance and punctuality concerns.
- Concerns about appearance and dress of any pupil.
- Changed or unusual behaviour of any pupil.
- Concerns about health and emotional well being of any pupil.
- Deterioration in educational progress of any pupil.
- Discussions with parents/guardians about concerns relating to their child.
- Concerns about home conditions or situations.
- Concerns about pupil on pupil abuse (including serious bullying).

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and any relevant information about the family. Use of previous records (if available) may prove to be particularly useful in this respect.

NB Any referral to Social Services by telephone must be confirmed with the specified online form attached to the child's record on CPOMS. A note must be made of the Duty Social Worker and the time at which the call is made. If parents/guardians have not been informed about the referral being made this must be reported to Social Services.

Reports may be needed for Child Protection Case conferences or the criminal/civil Courts. Consequently records and reports should be:

- **factual (no opinions)**
- **non-judgmental (no assumptions)**
- **clear**
- **accurate**
- **relevant**

THE ROLE OF THE DESIGNATED TEACHER

- To ensure that all staff know the named Designated Teacher who is responsible (and in her absence the Deputy Designated Persons).
- To refer promptly all cases of suspected child abuse to the local social services department or the police child protection team.
- Where appropriate make contact with parents/guardians to make them aware of the referral. If a parent/guardian arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the Police should be called.

- To maintain an up to date child protection monitoring list.
- To organise regular training on child protection within the school.
- To ensure that all staff know about and have access to the local safeguarding board guidance on child protection.
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole school policy on child protection.
- To attend case conferences or nominate an appropriate member of staff to attend on her behalf.
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a “need to know basis”.
- To pass on records and inform the key worker when a child who is on the child protection register leaves the school.
- To discuss all child protection concerns with the EWO and school nurse.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.

TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorized into four types, i.e.

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Physical Neglect

A child can be at risk from any combination of the four categories.

5. Grave Concern/at risk – this is not a distinct category but is dealt with separately.

1. Physical Abuse

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

- Bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child’s explanation does not match the nature of the injury or when it appears frequently.
- Slap marks – these may be visible on cheeks or buttocks.
- Twin bruises, on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.

- Bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- Grip marks on arms or trunk – gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- Black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- Bite marks.
- Fractures.
- Poisoning or other misuse of drugs – e.g. overuse of sedatives.
- Burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are also cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

2. Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A fear of medical examinations.
- A fear of being alone – this applies to friend/family/neighbours/baby-suffers, etc.
- A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity.
- Sexual approaches or assaults – on other children or adults.
- Urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.

- Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital or anal areas.
- The drawing of pornographic or sexually explicit images.

3. Emotional Abuse

The severe persistent adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of abuse.

4. Physical Neglect

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with Physical Neglect. However, typical signs of Physical Neglect are:

- Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- Inadequately dressed – a distinction needs to be made between situations where children are inadequately dressed dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgment about the seriousness of the degree of neglect. Parenting can fall short of the ideal but it may be appropriate to invoke child protection procedure in case of neglect where the child's development is being adversely affected.

5. Grave Concern/Risk

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- There is a known child abuser in the family
- Another child in the family is known to have been abused
- The parents/guardians are involved with pornographic material to an unusual degree
- There is an adult in the family with a history of violent behaviour
- The child exposed to potential risk or exploitation via the internet e.g. pornographic material or chat rooms

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress as listed below:

- A lack of concentration and a fall-off in school performance.
- Aggressive or hostile behaviour.
- Moodiness, depression, irritability, listlessness, fearfulness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour, e.g. thumb sucking.
- Self-harming or suicidal behaviour.
- Low self-esteem.
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual or physical abuse.
- Disturbed sleep.
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour.
- A sudden change in school performance.

Signs of Parental Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school without adequate reason, until injuries have healed.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labeling of child's behaviour as bad or naughty.
- Leaving children unsupervised when they are too young to be left unattended.

Female Genital Mutilation (FGM)

FGM is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. In the UK it is considered child abuse and is illegal. It is also illegal to take a child abroad to undergo FGM.

Designated Persons for child protection in school should be aware of the guidance that is available in respect of FGM and should be vigilant to the risk of it being practiced. The procedure is typically performed on girls aged

4-13 years of age but the majorities of cases are thought to take place between the ages of 5-8. The summer holidays, or other extended holiday absence during the school year, are particular periods when schools are encouraged to be alert to the signs of potential or actual abuse.

Risk factors: Staff should be particularly alert for signs when a girl comes from a community where FGM is practiced, where the family is less integrated within UK society, where the mother or other women in the extended family have also been subject to FGM, where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Indicators that it might be about to take place include: being a girl between the ages of 5-8 within a community where FGM is practiced, when a female family elder visits, particularly if she arrives from another country; a girl talking about a 'special procedure' or saying that she is attending a special ceremony to become a woman; a girl being taken out of the country for a prolonged period.

Indicators that it has taken place: a girl having difficulty walking, sitting or standing, she spends longer than normal going to the toilet, she spends long periods of time away from the classroom during the day because of bladder or menstrual problems, prolonged or repeated absences from school, withdrawal or depression when a girl returns to school after a prolonged period of absence, reluctance to undergo normal medical examinations.

Staff should not engage at this stage with the pupil's family or others within the community and must not reveal any enquiries which might be related to FGM, as this could increase risk to the girl. Pupils should feel able to discuss issues that they may be facing. Materials explaining FGM are available for staff and pupils, advice and signposts are also available for accessing additional help and staff receive training.

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. Staff at Hillside High School are aware of the mandatory reporting duty in terms of FGM and the fact that teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. This is in accordance with the guidance outlined in the DfE publication Keeping Children Safe in Education, September 2018.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into, without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. [Threats can be physical, emotional or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage, Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Child Sexual Exploitation (CSE)

CSE is defined as follows:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or

increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

All staff must be aware of, and have a copy of, the warning signs and vulnerable checklist.

The following are typical vulnerabilities in children prior to abuse: living in a chaotic or dysfunctional household (including parental substance use; domestic violence; parental mental health issues; parental criminality); history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour-based' violence, physical and emotional abuse and neglect); recent bereavement or loss, gang association either through relatives; peers or intimate relationships (in cases of gang associated CSE only); learning disabilities, unsure about their sexual orientation or unable to disclose their sexual orientation to their families; friends with young people who are sexually exploited; homeless; lacking friends from the same age group; living in a gang neighbourhood; living in residential care; living in a hostel; bed and breakfast accommodation or a foyer; low self-esteem or self-confidence; being a young guardian.

Signs and behaviour of children who are already being sexually exploited are: missing from home or care; physical injuries; drug or alcohol misuse; involvement in offending; repeat sexually-transmitted infections; pregnancy and terminations; absent from school; change in physical appearance; evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites; estranged from their family; receipt of gifts from unknown sources; recruiting others into exploitative situations; poor mental health; self-harm and thoughts of; or attempts at suicide.

A copy of the DfE Child Sexual Exploitation publication can be found in the school's Key Information folder on all desktops under Safeguarding.

Prevent Duty Guidance:

In line with the Counter- Terrorism and Security Act 2015 all staff are aware of the duty placed on schools and child care providers to 'have due regard to the need to prevent people from being drawn into terrorism'. As such staff are aware of who to report their concerns to within school and the DSP's are aware of who within in the LA to refer concerns to.

Pupils are educated about the dangers of extremism and radicalisation through SMSC delivered in lessons and assemblies.

All staff have received PREVENT Training.

Peer - Peer:

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Pupils will be taught through the curriculum to increase their awareness of risk.

Missing Children

As a school we recognise that attendance to school is a key element of safeguarding and this policy should be read in conjunction with the Attendance & Leave of Absence Policy.

To prevent a pupil going missing it is the law that all staff that they will complete an electronic register within the first 10 minutes of each lesson, in addition to this the Form Tutor completes a register each morning and the

class teacher of Period 4 to give the pupils their am and pm mark. The attendance officers check all registers during the course of period 1 and it is this mark if a child is not present that will trigger communication with home. It is essential that all registers are marked promptly and accurately to prevent any miscommunication with home.

If a pupil walks out of a lesson without permission it is the responsibility of the class teacher to inform Pupil Support; they should do this by sending another child with a note to Pupil Support stating the name of the child who has left without permission. The member of staff in Pupil Support will then inform the relevant Progress Leader. If it is believed that the child has left school site, the parents/guardians will be informed within 30 minutes

At the end of the school day or after school activities, the pupils are allowed to leave the school premises independently though they are supervised at the gate by a member of staff on duty to ensure an orderly exit. Pupils are only allowed to leave the school premises alone (for medical appointments etc.) if written permission has been given by the parent/guardian. When a pupil is collected from school during the school day, whether due to illness or a pre-arranged appointment, they must always sign out at Pupil Support so that a comment may be made in the register to record the fact that they are no longer on school premises.

It is the responsibility of the member of staff on duty whether teaching or supervising an area to ensure the pupils remain safe. Any visitors to the school are recorded arriving and leaving and appropriate safeguarding checks will be made. Visitors are also required to wear a visitor badge at all times when in school and all school staff are required to wear their Hillside High School lanyard at all times during the school day.

Any parents/guardians who come to school during the school day or after the day have ended are requested to report to the school office. They are also asked to sign in and wear a visitor's badge. There is a digital CCTV system in operation.

Members of staff should challenge anybody not wearing a school lanyard or visitor badge.

Whilst the school will ensure, through its requirements of staff, that children are kept safe there is an endeavour to promote children's understanding of everyone's responsibility for the health and safety of everyone else in our school community.

Missing child during the school day procedure:

Procedure 1- If a pupil is noted to be missing from the school premises:

- A member of staff should complete the register to check and establish which pupil is missing.
- The member of staff in charge of the lesson should alert a member staff in Pupil Support by sending another pupil with a note. The member of staff in Pupil Support should then check immediately if the child has another commitment e.g. music lesson, school trip, external appointment or an internal appointment with another member of staff.
- All available staff should check the grounds and rooms to ensure the pupil has not hidden or been locked in anywhere within the boundary. This search should take no longer than 10 minutes.
- Following this search, if the pupil has not been located a phone call home should be made to inform parents/guardians.
- If a pupil has been identified as a vulnerable child, a member of staff should immediately contact the police. In all other cases it is for the parents/guardians to decide whether to contact the police about a missing pupil.

- A referral should be completed and any action taken should be made as soon after the incident as practicable and recorded on SIMs.
- On the pupil's return to school the relevant Progress Leader will meet the pupil to provide appropriate support.

Procedure 2- If a child insists on leaving the premises:

- If a pupil insists on leaving the premises with the knowledge of the staff and cannot be persuaded by them to stay on premises, the relevant Progress Leader or Assistant Vice Principal, Pastoral should then be contacted who will then make a decision to call the parents/guardians and any other agencies they deem appropriate.
- A referral of the incident and any action taken should be made as soon after the incident as practicable and recorded in SIMs.

Children Missing from Education

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Designated Safeguarding Lead (DSL) will monitor unauthorised absence, particularly where children go missing on repeated occasions. The local authority procedures for children missing from education will be followed.

If a pupils is withdrawn from the school having not reached the normal date for transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their education records are sent without delay to the child's new school. If the parent/guardian fails to provide this information, an urgent referral will be made to the Local Authority Children Missing Education Coordinator (CME) in order that they make further enquiries. If the school receives education records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department.

A child's name will only be removed from the schools' admission register in accordance with the Pupil Registration regulations or with the authorisation of the CME Coordinator.

All additions to or deletions from the school roll will trigger the completion of the Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with particular regard to pupils leaving the school but the destination is not known. In this case the CME coordinator must be contacted and the CME procedures instigated.

Gangs and Youth Violence

The vast majority of pupils here at Hillside High School will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. As a school we recognise that we have a duty and responsibility to protect pupils and we appreciate that success in learning is one of the most powerful indicators in the prevention or youth crime.

Where there is a concern that a pupil may be at risk of gangs and/or youth violence, Hillside High School is committed to working alongside pupils, parents/guardians and, where appropriate, partner agencies to safeguard pupils.

Mobile Phones & E-Safety

Pupils are not allowed to use their mobile phone during the course of the school day and if a pupil is seen with their mobile phone it will be confiscated by a member of staff and taken to Pupil Support. The phone will not be returned to the pupil. An adult family member must come to school to collect the phone.

Hillside High School has a procedure to deal with all instances of cyber bullying. Please refer to the Anti-Bullying Policy for details of this procedure.

Any child protection issues caused through inappropriate use of technology should be referred as per all child protection issues. Please see School Procedures on page 3 of this policy.

Hillside High School has a designated E-Safety co-ordinator. For all other matters relating to E-Safety please see the schools E-Safety Policy

Pupils with SEND

At Hillside High School, we recognise that some pupils with SEND are more vulnerable to exploitation and/or abuse and that their interests need to be actively safeguarded. Members of the pastoral team regularly consult with the school nurse, other health service professionals, Social Care and other relevant agencies.

When a pupil is identified as having a special educational need, they will be placed on the Special Educational Needs Register. This is a working document that will change during the course of the year. Following each round of data collection (Progress 2 Success – P2S) three times a year, the SENDCO will review pupils on the SEND register in terms of their academic progress and adjust the register accordingly.