Knowsley Junior School

Special Education Needs & Disabilities (SEND) Policy



2026

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Next review due: June 2027

Dovestone
LEARNING PARTNERSHIP

Knowsley Junior School

Special Educational Needs and Disabilities (SEND) Policy

Introduction
This SEND Policy contributes to The Local Offer available from Oldham Education Authority and should be read in conjunction with our Behaviour Policy. A Guidance for the Management of Medicines and Medical Needs within School and a Disability Access Plan are both also available in school.

This policy has been developed by the SENDCO in consultation with the headteacher, all staff, and the named SEND governor, Miss Kelsie Akram.

It is shared within our school community, where all members are valued. It reflects wide ranging equality of opportunity, supports inclusion and can be seen in school development planning, individual lesson planning, and material resources being used to support learning and participation for all.

Aims:

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals, and as responsible and valued members of society.
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school, irrespective of gender, faith, language, ability, and personal circumstance.

We aim to provide Quality First teaching using a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of pupils.
- Listening and responding to the concerns of children and parents.
- Taking care to balance the needs of all members of the school community.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve to their full potential?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all of our pupils happy to be in school?

Special Educational Needs and Disabilities (SEND)

Aims:

- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils are included in all school activities, where appropriate.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. Good SEND practice will enable all pupils to overcome their difficulties.

Our teachers and support staff are fully committed to upholding the principles of this policy and ensuring that the children in our care make the best progress possible.

Our School Development Plan reflects our commitment to improve our provision through continuing staff development and the development of resources and information available through the Intervention Development Programme.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of Special Educational Needs:

The 2015 Code of Practice says that:

‘A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...’

(Taken from: 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- Is under compulsory school age, and falls within either definition above or would do so if provision was not made for the child.

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Roles and Responsibilities:
The SEND team of the school is:

- Mrs Hewitt and Mrs Oliver – SEND Coordinators (SENDCO)
- Miss Kelsie Akram – SEND Governor

The Role of the SENDCO:

The SENDCO plays a crucial role in the school’s SEND provision. This involves working with the headteacher and governing body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Coordinating the provision for pupils with SEND.

- Liaising with and giving advice to fellow teachers.
- Managing teaching assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to staff development.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective coordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENDCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils.
- What exactly constitutes a 'level of concern' and at which point SEND support is initiated.
- Mechanisms that exist to alert the SENDCO to such levels of concern.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to, and support, the provision made by the school, and how they can provide additional information when and if required.

The Role of the Governing Body:

The governing body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that SEND pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy.

The Role of the Class Teacher:

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress.

- Working with the SENDCO to collect all available information on the pupil.
- Developing targets/provision maps for SEND pupils, in collaboration with the SENDCO where necessary.
- Working with SEND pupils on a daily basis to deliver their targets within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEND Policy.

The Role of the Headteacher:

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school, including the SEND provision.
- Keeping the governing body well informed about SEND within the school.
- Working closely with the SENDCO.
- Informing parents of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SEND Information Report:

The school publishes a SEND Information Report (our contribution to the Local Offer) on the school website which explains how we identify, assess and make provision for pupils with SEND, including the resources available and how parents can access support. The report is reviewed at least annually and updated whenever significant changes to provision occur.

Coordinating and Managing Provision:

Knowsley's SENDCO has a key role in developing the SEND Policy and provision, with the aim of raising the achievement of children with SEND, and SEND provision is an integral part of our School Development Plan. We work closely with our LA advisor to continue to improve our practice.

Admission Arrangements:

The governing body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs and disabilities but without statements/ EHCP must be treated as fairly as all other applicants for admission.'

Knowsley Junior School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with Oldham LA's Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

In accordance with the Equality Act 2010, the school has an Accessibility Plan and will make reasonable adjustments to prevent substantial disadvantage for disabled pupils. The Accessibility Plan is reviewed regularly and published alongside this policy.

Identification, Assessment and Provision

Allocation of Resources:

All schools in Oldham receive funding for pupils with SEND in these main ways:

- The base budget covers teaching and curriculum expenses for *all* pupils.
- The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required.
- SEND Standards Fund, allocated annually to LAs by the DCSF subject to matched funding. Schools are able to access over and above this amount by linking into SEND projects and training.
- Specific funds allocated to pupils with EHCPs.

Identification, Assessment and Review

Categories of Special Educational Need:

Children's needs and requirements fall into four broad areas:

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

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Pupil progress is seen as a significant factor in considering the need for SEND provision.

Early Identification:

Early identification of pupils with SEND is a priority. Knowsley Junior School will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Key Stage 1 achievement data (attainment and progress).
- Baseline assessments carried out in Year 3.
- Evidence obtained by teacher observation/assessment.
- Progress in relation to objectives in the National Framework for English and Mathematics.
- Standardised screening or assessment tools.
- Liaising with parents.

SEND Provision:

On entry, each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when the children make the transition from Key Stage 1. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND, the SENDCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

The Range of Provision:

The main methods of provision are:

- Full-time education in classes, with additional help and support by class teacher/subject coordinators through a differentiated curriculum.
- Periods of withdrawal to work with a teacher or teaching assistant.
- In-class support with adult assistance.
- Support from specialists within class or as part of a withdrawal programme, e.g. Speech & Language Therapy.

English as an Additional Language:

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Safeguarding:

All staff who work with children with SEND are aware of the additional needs they may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.
Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

All adults in school are kept up to date with section 1 of Keeping Children Safe in Education (2025) and their safeguarding duties and responsibilities.

Monitoring Pupil Progress:

Progress is the crucial factor in determining the need for additional support. Progress is seen when it:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will enlist the help of the SENDCO. The SENDCO and teacher will review the approaches adopted, and, if appropriate, SEND support will be implemented. If concerns remain, despite sustained intervention, Statutory Assessment may be considered. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.
Record-Keeping:

We will record the steps taken to meet pupils' individual needs. The class teacher will maintain the records and ensure the SENDCO has access to them. In addition to the usual school records, the pupil's profile will include:

- Person Centred Review Meetings (PCR)/targets.
- Information from parents.

- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of 'assess, plan, do, review,' taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a 'graduated response' to meeting pupils' needs. When they are identified as having SEND, we will intervene through SEND support as described below.

SEND Support:

SEND support is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing English or mathematics skills.
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies, that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment or visits/advice from specialists.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If we decide, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and, where appropriate, the involvement of external services. External support services will advise on targets for a new PCR and provide specialist inputs to the support process. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting PCR will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Use of Support Staff within SEND Support:

Our support staff are dedicated and well-trained. Depending on the needs of the children, support may take the form of small groups working on short-term catch up programmes for reading and mathematics skills, or one to one tuition.

Nature of Intervention:

The SENDCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training.

Person Centred Reviews (PCR):

Some children require a more individualised scheme of work. Where required, strategies for pupils' progress will be recorded during a PCR meeting containing information on:

- Short-term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- Success and/or exit criteria.
- The outcomes recorded at review.

The PCR will record only that which is different from, or additional to, the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PCR will be discussed with the parent/carer and the pupil.

Reviewing Targets:

Targets will be reviewed during PCR meetings, at least three times a year, usually around the time of the Parents' Evenings. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought; the school will involve pupils, and their views, in this process.

Provision Maps (PM):

We may use a provision map as a way of planning and reporting on the provision made for individual pupils and groups of pupils in each year group. A provision map outlines the additional to or different from strategies, resources and support for each year group.

Request for Statutory Assessment:

We will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. Requests for statutory assessment and decisions about EHC Plans will follow the statutory processes and timescales set out in the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. Parents may ask the LA for a statutory assessment; the LA will follow the statutory timescales when considering whether to issue an EHC Plan.
We will have the following information available:

- The action followed with respect to SEND support
- The pupil's PCRs/ PM
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum expectations
- English and mathematics attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/ Educational Welfare Service reports
- Any other involvement by professionals

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan.
- Of shorter term.
- Established through parental/pupil consultation.
- Set out in a PCR/ PM.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of EHC Plans:

EHC Plans must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher/SENDCO will organise these reviews and invite:

- The child's parent.
- The child, if appropriate.
- The relevant teacher.
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the PCR/ PM targets.
- Review the provision made for the pupil in the context of the national curriculum and levels of attainment in basic English, mathematics and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 5 reviews will indicate the provision required in secondary school. At Year 6 reviews the SENDCO of the secondary school will be invited to attend. Transfer arrangements will be discussed at the end of Year 5, and the beginning of Year 6. This gives parents the opportunity to meet with staff from the secondary school.

With due regard for the time limits set out in the Code, a report of the annual review meeting will be written and sent, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a EHC Plan of SEND.

Curriculum Access and Inclusion:

Knowsley Junior School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos.
- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.

Evaluating Success:

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinator.
- Analysis of pupil tracking data and test results for individual pupils or cohorts.
- Value-added data for pupils on the SEND Register.
- Consideration of each pupil's success in meeting PCR/ PM targets.
- Regular monitoring of procedures and practice by the SEND governor.
- School self-evaluation.
- The Governors' Annual Report to Parents.
- The LA SEND moderation process.
- The School Development Plan.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Removing a child from the SEN Register:

If the interventions and strategies put in place for a child have enabled them to make sufficient progress (the child is now progressing in line with age-appropriate expectations), we will, in consultation with parents/ carers, remove them from the SEND register.

This decision will be taken if their outcomes can be met through high quality teaching methods.

Complaints Procedures:

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required**.**

<u>Partnership Within and Beyond the School</u>

Staff Development and Appraisal:

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Recent staff training has included:

- The development of SEND documentation and the use of PM
- Identifying and meeting the needs of children with Dyslexia
- Autism training
- Behaviour Expectations, The Language of Choice
- Duty of Care
- Behaviour Management training
- Emotional Literacy
- Lego Therapy
- Therapeutic Interventions
- WELLCOMM
- The Graduated Response

Part of the SENDCO's role in school-based staff training is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The governing body will undertake a similar review of training needs. Teaching assistants' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND Policy as part of their induction. The School's INSET needs will be included in the School Development Plan.

SENDCO qualification:

The SENDCO will be a qualified teacher and will complete the Department for Education's mandatory National Professional Qualification for SENCOs (NPQ) within three years of appointment, unless they already hold an equivalent qualification (for example NASENCO obtained prior to 1 September 2024).

Links with Other Agencies, Organisations and Support Services:

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- QEST
- Educational psychologists
- Medical officers
- School nurse
- Speech and language therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- SEND support Service (SENSS)

- Traveller Education
- Child and Adolescent Mental Health Service (CAMHs)

In addition, important links are in place with the following organisations:

- The local infants school (Springhead Infant and Nursery School) with the aim of providing continuity between schools
- The LEA
- Specialist services
- Education welfare officer
- Social services
- Local secondary schools

Partnership with Parents:

Knowsley Junior School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

We will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service… to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' We also have details of various support groups to which parents can have access, see Schools SEND Information Report on our website.

The Voice of the Child:

Knowsley Junior School seeks to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child. We recognise the rights of the child and will endeavour to encourage active participation in setting targets and reviewing progress.

Where possible, children are involved in making decisions from the start of their education with us. Confident young children, who know that their opinions will be valued, and who can practise making choices, will be more secure and effective pupils during their school years.

At Knowsley, we encourage pupils to participate in their learning by interactive teaching methods: group work, self and peer assessment, the use of SMSC and Philosophy for Children (to develop their knowledge of themselves as learners and thinkers), School

Council, etc. We are a Rights Respecting School and this is fully embedded into our school ethos.

Links with Other Schools and Transfer Arrangements:
At Knowsley we want all children to experience a smooth transition between schools. Our SENDCO meets with the SENDCO from Springhead Infants, and local secondary schools, to ensure that information is shared and the needs of the children are considered. The SENDCO also attends the Lees and Saddleworth SENDCO Collaborative meetings every half term where she is able to discuss SEND issues with colleagues from other schools and our Advisory Teacher from QEST.

For all children transferring between phases, a provisional recommendation will be made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's EHC Plan must then be amended by 15th February of the year of transfer, in the light of the recommendations of the annual review, the parents' views and preferences, and the response to consultation by the LEA with the schools concerned. All the arrangements for a child's placement should therefore be completed no later than the beginning of March before transfer.

The SENDCO of the receiving school, where possible, will be invited to attend the final annual review of pupils with an EHC Plan for whom the particular school has been named.

References

- The SEND Code of Practice 0 – 25 September 2014
- Equality Act 2010: advice for schools DfE Feb 2013

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required To For Admission To School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Passed Onto New School When Moving Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	