

Gladesmore Community School



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

[C6]

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SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY [C6]

SECTION 1: SUMMARY

SENCO Name:	Jane Wright (NASENCo)
SENCO Advocates on SLT	Assistant Headteacher: Krista Mitchell Deputy Headteacher: Engin Djemali

Our Vision:

To provide an outstanding all round education where our pupils are part of a community that makes: impressive progress in a positive, friendly and family atmosphere.

In order to achieve our School Vision we have 5 School Goals that set out the focus for our work:

GLADESMORE GOALS	
Goal 1	Review, develop and resource a curriculum which offers excellent Quality of Education to all pupils.
Goal 2	Further all round personal development and wellbeing of pupils
Goal 3	Further improve behaviour and attitudes of pupils
Goal 4	Prioritise effective safeguarding of pupils at all times
Goal 5	Improve effectiveness of leadership and management

Gladesmore's SEND policy is in keeping with the school's vision and ethos. Every teacher is a teacher of every child or young person, including those with SEN.

The development of the SEND policy:

This policy reflects SEND Code of Practice, 0-25 guidance. This policy complies with the guidance given in: *Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)*. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

The context of the school:

Gladesmore Community School is a mixed 11-16 comprehensive school which is located in the highly diverse, ethnic, linguistic and religious community of South Tottenham in Haringey on the border with Hackney (200 metres). The school's ethnic diversity is well above average in the 98th percentile. 93% of its pupils have an ethnic minority background; the largest groups being of African or Caribbean heritage at 45% and with 20% of Kurdish/Turkish heritage. The school is oversubscribed.

Pupil attainment on entry is well below national expectations. About one third of the children have low levels of literacy. Conversations and other indicators demonstrate that vast proportion of pupils have low self-esteem and low expectations of themselves. The number of pupils with AEN is well above national average. The number of pupils with EHCPs for SEND is above average. EHCPs are generally for SEMH or specific learning issues.

SECTION 2: AIMS AND OBJECTIVES

AIMS OF SEND POLICY:

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To maximise the opportunities for pupils with special educational needs to join in with the activities of the school whilst meeting their individual needs.
- To secure high levels of achievement for all by narrowing the gap in attainment between vulnerable groups of learners and others.
- To encourage learners with special educational needs to develop confidence and recognise value in their learning
- To raise the aspirations of and expectations for all pupils with SEND
- To attain high levels of satisfaction and participation from pupils, parent and carers

OBJECTIVES OF SEND POLICY:

- To identify and provide for pupils who have special educational needs and additional needs
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To provide all learners with access to a curriculum which helps them make progress
- To promote effective involvement of the local authority and outside agencies when considered appropriate
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To develop empathy amongst staff and pupils towards individual pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Gladesmore, we aim to identify the needs of the whole child; this may not be simply Special Educational Needs. There are a number of issues which may impact on a pupil's progress and attainment that are not SEND, for example:

- Disability
- Attendance and punctuality
- Health & welfare
- EAL
- Being in receipt of PP
- Being a Looked After Child

Pupils will only be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

Although the Code of Practice defines need in four broad categories, the school considers the needs of the whole child so as not to fit a child into a category. Some pupils may have complex needs across a range of categories.

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

It should be noted that we do not consider behaviour to be an acceptable way of describing SEN. We always look for the underlying need rather than focusing on behaviour.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

There are 5 stages to our SEND support organised along an ASSESS-PLAN-DO-REVIEW cycle:

Stage 1:		Well-differentiated, Quality First Teaching (this is not part of SEND Support but it part of our provision for all pupils)
Stage 2:	ASSESS	Identifying pupils with SEN
Stage 3:	PLAN & DO	Planning and implementing SEND Provision
Stage 4:	REVIEW	Reviewing SEND Provision
Stage 5:	ASSESS	Higher Levels of SEND Support

Stage 1: Well-Differentiated, Quality First Teaching

As an outstanding school, high quality learning and teaching for all pupils is central to our philosophy. All classroom teachers have responsibility for the progress and development of all pupils in their classes. Quality First teaching lies at the heart of our success and is our first and most important strategy in responding to pupils who may or who may not have SEN.

Quality First Teaching is embedded in our expectations of teachers throughout the school. Teachers receive regular training to improve their understanding of how to identify and support vulnerable pupils including developing teachers' understanding of the SEND most frequently encountered at Gladesmore. All classroom teachers are accountable for the progress of all the pupils that they teach even if the pupil is also benefiting from the input of a Teaching Assistant or a specialist teacher.

If any pupil is not making progress (regardless of SEND status), it is the primary responsibility of the class teacher to aim to close the gap for those pupils by providing differentiated intervention. The efficacy of these interventions is monitored through a number of school systems including (but not limited to): teacher appraisal systems with a mandated pupil progress target for all teachers, regular progress conversations, systemic reporting to parents, learning walks, work scrutiny, standardisation/moderation and data analysis.

Stage 2: Identifying pupils as SEND (Assess)

Some pupils with special educational needs will be identified on transfer from the primary school or secondary school, and some pupils will be identified through the school's monitoring procedures. Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

The SENCO, parents, pupils and teachers will review all the information gathered within the school about the pupil's progress alongside national data and expectations of progress. This should also include alternative data e.g. CATS scores, SLC assessments, STAR reading tests, information received on transfer from primary.

Primary / Secondary Transfer

The school will work with feeder primary schools or secondary schools to attempt to gather information and documentation relating to the special educational needs of pupils transferring to Gladesmore Community School.

This information might include:

- expressions of concern by the pupil, parents, school staff or external agencies
- test scores and Key Stage 2 results in English and Maths
- SEND Register
- records of specific difficulties or impairments

Emergent Needs

Despite Quality First Teaching, some pupils may develop a special educational need during their school career.

These can be identified through:

1. Expressions of concern by the pupil, parents, school staff or external agencies
2. Referrals from class teachers following a range of strategies and interventions
3. Whole school monitoring procedures

Stage 3: Planning and implementing SEND Provision

When a pupil has been identified as having SEND (see stage 2 above), the pupil will be placed on the SEND register and the following strategies will be used to support them:

SIMS Information

The pupil's primary needs are written onto their profile page. This means that staff are able to see whether a pupil in their class has any specific educational or medical needs.

Pupil Information Sheet

The SENCO will endeavour to ensure that pupils who have been identified with SEND will have an Information Sheet attached to their personal profile to outline:

- a summary of the pupil's needs;
- difficulties that the pupil may experience in their learning;
- strategies to help teachers support the pupil with their learning;
- resources that are recommended to use to help the pupil with their learning.

This means that every teacher has information about the pupil and strategies to support them.

Interventions

The SENCO will endeavour to ensure that pupils with SEND are listed onto a Provision Map; this helps the school track the support that they offer pupils and shows teachers whether there is a gap in the provision that is being offered. The SENCO monitors and updates the Provision Map. Parents are informed of interventions and are offered the opportunity to discuss these interventions if they wish.

Keyworker support for pupils with EHCPs

Pupils with an EHCP are allocated a Keyworker. This member of staff is a link between home and school. The Keyworker provides an identified adult for the pupil to discuss any areas of school life that they may find challenging. The Keyworker will meet the pupil regularly and work on areas that the pupil needs to develop. The Keyworker will also contact home periodically to discuss any issues that may arise.

Stage 4: Reviewing SEND Provision

Interventions are reviewed regularly to check whether they are having a positive impact. Pupils will sometimes also monitor their own progress on the interventions and evaluate whether it is supporting their needs. If pupils have an annual review, provision will be discussed at this meeting.

When a pupil starts a new year at Gladesmore, the Keyworkers and the SENCO read through the records and / or EHCP for each pupil with SEND and work out which interventions are going to help the pupil make progress at school. Information is shared with parents.

The impact of interventions can be monitored by the SENCO, external agencies and/or a member of the senior leadership team. Data is used to check whether pupils are making progress.

Stage 5: Higher Levels of SEND Support

Despite the range of high quality provision that we offer at Gladesmore, some pupils will still fail to make sufficient progress. In this situation, the SENCO refers pupils to the Educational Psychologist and/or other professionals who will assess the pupils' needs: these pupils may be referred to other external agencies and professionals for further assessment and/or interventions. We will review overall educational provision and the suitability of mainstream education. We try to involve parents in decisions.

SECTION 5: MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils e.g. half termly progress checks, parents' evenings, review days internal assessment sheets, faculty reviews and intervention reviews
- Termly evaluation of the effectiveness of interventions
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Regular communication with parents is integral to the successful management of pupils' needs. We offer a range of methods of communication:

- Parents' evenings / Review Days
- Setting the Tone events
- Annual Reviews
- Letters, phone calls and emails

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Provision is regularly reviewed as part of our ASSESS-PLAN-DO-REVIEW cycle. Where appropriate, pupils are removed from the SEND register by the SENCO. All interventions have to be time dated on SIMS.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

There are a number of documents which parents may find useful. These include:

- The Haringey Local Offer (<http://www.haringey.gov.uk/index/children-families/send.htm>)
- The Gladesmore [C6.1] SEND Offer (available on the School website www.gladesmore.com) also known as the SEND Information Report
- The Gladesmore [HS6.2] Medical Health Care Policy (available from the School Office)
- Admissions Arrangements (available on the Haringey Council website www.haringey.gov.uk/schooladmissions and the School website www.gladesmore.com)

Exams and access arrangements for SEND pupils

SEND pupils are assessed by an Educational Psychologist (usually in Year 9): the EP sends a report to the exam board and the exam board will then provide details of the pupils' access arrangements e.g. access to scribe, extra time, use of a reader. The AEN team liaise with the exam team to ensure that pupils receive additional support. Parents are informed of these arrangements.

Transition Phase

Year 6 Transition

All Year 6 pupils who will be attending Gladesmore in Year 7 are invited to a taster day. During this day they will meet the a few key staff members; attend some lessons; find out about the Gladesmore Ethos; and meet a variety of teachers around the school. Year 6 pupils will also be invited to attend Saturday taster sessions and the Summer school before they attend Gladesmore in Year 7. Parents/carers are invited to a Transition evening to find out about the ethos and expectations of the school. They are also able to meet the Form Tutor and Head of Year as well as other members of the Leadership Team.

If a pupil has SEND they may be invited to attend the school on additional days with a keyworker from their primary school. This is particularly useful if they have difficulties managing change or are very anxious about attending. During this visit, they will be able to ask to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they join the school. It will also give them an opportunity to meet the SENCO and their Keyworker. The SENCO and /or the Keyworker will attend the Annual Review of any pupils with EHCPs who will be joining Gladesmore as a Year 7 pupil. This gives the parent and the pupil an opportunity to discuss any provision that they think will be necessary to put into place when the pupil arrives.

Year 9 Transition

During Year 9, pupils are guided to a range of subjects that they are liable to succeed in at GCSE level. Parents and pupils are invited to attend a meeting with the Year 9 Team to learn about the transition into KS4. During Year 9, pupils meet with a member of the school leadership team and/or their Head of Year to discuss the subjects and courses that may be appropriate for them. Parents/carers and pupils attend a meeting to finalise the curriculum.

SEND pupils with a EHCP will usually complete a transition plan during their Annual Review. This plan is written by the CYP, parent/carer, SENCo and possibly professionals who work closely with the pupil such as the EP, or SLT.

Year 11 Transition

Pupils are guided through the transition process by members of staff from their Year Team. Pupils are supported with:

- completing CVs;
- choosing appropriate college courses;
- arranging visits to colleges and 6th forms;
- preparing for interviews

If pupils have SEND and find the transition process challenging, they are supported by designated AEN staff and the SENCO who will liaise with the SEND staff in the further education providers. Their parents/carers will be involved in discussions about transition to further education during their Annual Review.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Gladesmore has a [HS6.2] Medical Health Care Policy which is available by contacting the General Office. This policy should be read in conjunction with DFE Supporting Pupils at School with Medical Conditions document September 2014

Staff responsibility

Staff who have a responsibility for administering medicines and performing medical procedures, are usually First Aid trained and should be provided with appropriate instruction/training and access to protective clothing, e.g. gloves.

Storage and Supplies

Medicines and supplies /equipment should be labelled with the child's name and dosage, and stored appropriately, e.g. fridge (separate from food items) or sealed container, to which access is strictly limited. Staff should ensure that the parent provides an adequate supply, usually on a weekly basis, and have a suitable system for ensuring replenishment.

Consent

Written parental consent should be in place detailing the child; medication dosage; parental contact and emergency action

Self-Administration

Haringey Council do not recommend the administration of non-prescription medicines in educational establishments due to the problem of unknown side effects and possible counter effects of combining with other medicines or foods. Parental administration only would be acceptable.

Haringey Council policy currently prohibits the administration of painkilling items such as aspirin and products containing this.

Self-administration may be appropriate for children in secondary schools and should be supported by written parental consent detailing action to be taken in the event of an emergency for the purposes of paramedic staff.

Health Care Plan

A Child Health Care Plan should be put in place where a child requires administration of medicine or medical procedures on a long term regular basis. This may include items such as asthma pumps/inhalers, antibiotics.

The plan should be drawn up by the staff member with a designated responsibility for Medical Issues or the School Nurse in conjunction with the pupil and parent/carer. Details of symptoms/procedure/dosage, GP, family contact, and emergency action should be included, and photographic ID is good practice.

Child Refusal

There may be important health implications for non-administration of medicines or medical procedures which may be the result of child refusal. It is therefore important to follow the following procedure which was devised by the LA Medicine Working Party –

- the family should be advised by phone immediately, due to the possibility of post school activities and later home arrival
- a dated entry should be made in the school records
- a meeting to be arranged with the family if refusal continues for a period of one week, and documented.

Record Keeping

Legal advice recommends that all records of Medicine administration /Medical procedures /Child refusal should be kept for 25 years:

They should consist:

- A record of administration for each child
- A list of all items of medicine etc. for the school/centre
- Written parental consent.

All records should be signed /dated and timed. They should be available for parents to inspect /sign if this is requested.

Educational Visits

The medical needs of pupils form part of the planning process for all Educational Visits (day/residential) from the school. It is important to identify the medication details (from the Child Health Care Plan), emergency action and the adult taking responsibility, and ensure that parental consent covers visits away from the school/centre building. A record of food allergies will also be required if packed lunches are not taken.

When residential visits are planned medicine etc. should be packed in hand luggage for ease of accessibility during the journey.

SECTION 9: MONITORING AND EVALUATION OF SEND

Gladesmore is committed to continuous improvement and as such we are always looking for ways to improve our practice. SEND is reviewed as part of the school's self-evaluation cycle on a regular basis. Strategies for evaluation include:

- Annual Development Planning & Evaluation cycle
- Subject and Intervention Reviews
- Work Scrutiny
- Regular line management meetings
- Team meetings
- Learning walks
- Data analysis (in reviews and also by key postholders)
- Consultations with stakeholders – parents, pupils and teachers (coffee mornings)
- Pupil self-evaluation
- Annual reviews
- Questionnaires and interviews with stakeholders e.g. teachers, parents, pupils
- Reports to governors
- Feedback from AEN staff at key meetings e.g. faculty, HOY, HOF

Feedback from these evaluation strategies is shared with widely intervention leads and leads to a continuous process of improvement. New ideas and initiatives are planned and developed in response to feedback (for examples see Self Reviews and Development Plans).

SECTION 10: TRAINING AND RESOURCES

In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation. She gained statutory accreditation within one year of appointment.

The SENCO and designated Teacher for LAC regularly attend local network meetings ensuring that they are up to date with local and national updates in SEND.

Gladesmore has an extremely generous CPD budget and many staff attend courses which contribute to high quality learning experiences for all. The outcomes of these courses are shared widely amongst the team and, where necessary, with the whole staff. Training needs are audited regularly as part of our Performance Management and Appraisal system. Targets are centrally analysed on SIMS and the data from lesson observations is also centrally analysed. This allows the school to target support and to prioritise areas of need.

To ensure that we meet the needs of all pupils, the school has developed strong links with a range of external organisations that help to us to support pupils. These organisations work with the school in a variety of capacities – offering training, supporting individuals e.g. mentoring, providing resources, monitoring pupils, providing resources, additional activities (usually outside of school).

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development, for example training has focused on SLCN and ASD. Trainers could be internal experts e.g. the lead for SLCN or an external expert e.g. Action for the Blind. Training will adapt according to

the profile of the pupils. Specific training will be designed for staff who are working with pupils with very specific needs. SEND training is part of our package of training for teachers who are new to teaching e.g. NQTs / Schools Direct.

The AEN department carries out specific training for teachers and TAs to enable them to promote best practice, for example the Speech & Language Therapist designs workshops for the TA team. There is also additional training for Lead TAs leading them to gain accredited courses or to develop their understanding of specific needs.

New Teaching Assistants benefit from a comprehensive induction programme which introduces them to the ethos of the school, to the particular needs of pupils at Gladesmore and to best practice within AEN. They will benefit from working with a mentor and from shadowing more experienced members of the team.

SECTION 11: ROLES AND RESPONSIBILITIES

School Governors

Governors have a statutory responsibility towards pupils with special educational needs. In order to meet this requirement they will:

- Monitor and evaluate the school's Special Educational Needs Policy.
- Designate a special educational needs link Governor

The SEND Coordinator (Jane Wright)

The SENCO is responsible for the following aspects of Gladesmore's SEND Policy:

- Operation of the SEND policy.
- Coordination of SEND systems, procedures and provision across the school.
- Coordination of Annual Reviews.
- Maintenance of the SEND Register
- Coordination of links with External Agencies.
- Primary School Liaison
- Deployment of staff and resources
- Coordination of staff development in SEN.

Member of staff responsible for safeguarding (Pauline Jones, with support from SLT members: Engin Djmalı, Goldwater Ojokor & HoYs)

- First point of referral for staff in relation to safeguarding concerns.
- Overall first response to referrals for safeguarding concerns and coordination of action on referrals.
- Overview of support for the well-being of vulnerable children.
- Maintenance of records concerning safeguarding matters
- Liaison with external agencies in relation to safeguarding cases
- Coordination of safeguarding training.
- Delivery of in-house safeguarding training

Member of staff responsible for PPG / LAC funding (Pauline Jones, Goldwater Ojokor)

- Coordination of PEPs.
- Deployment of PPG resources
- Overall coordination and monitoring of LAC.
- Overview of support for the achievement and well-being of LAC.

Member of staff responsible for managing and meeting the medical needs of pupils

- Liaison with Health Care professionals and management of medicines and first aid resources
- Overall coordination and monitoring of Medical Health care Plans.
- Overview of support for and the well-being of children with medical plans.

The Head of Foundation English / Literacy (Vivien Symester)

The Head of Literacy Support has responsibility for:

- Departmental development planning
- Coordination of Literacy withdrawal programmes.
- Management of staffing and material resources allocated to Literacy.
- Monitoring the progress and provision of pupils.
- Organisation of staff cover.
- Induction and screening of pupils
- Liaising and advising staff on Literacy and Reading development matters.
- Liaising with external agencies as appropriate on pupils.

Teaching Assistant & Learning Support Assistants

The Teaching & Learning Support Assistants have responsibility for:

- Coordinating support for pupils with EHCPs.
- Monitoring progress of pupils with EHCPs in mainstream lessons.
- Assist with examination Access Arrangements.
- Provision of 'Extended School' activities within the AEN Faculty

The Head of Foundation Learning (Cathy Cameron)

The Head of Foundation Learning has responsibility for:

- Coordination of Foundation Learning programmes.
- Management of staffing and material resources allocated to FL.
- Monitoring the progress and provision of pupils in the Foundation Curriculum
- Liaising with external agencies as appropriate on pupils.
- Assessing students for access arrangements and coordinating special arrangements for students with SEN in school examinations.

The Head of Behaviour Support Ernest Regisford

The Head of Behaviour Support has responsibility for:

- Departmental development planning
- Coordination of Behaviour Support withdrawal programmes.
- Creating, monitoring and evaluating schemes of work for the Key Steps programme.
- Liaising with leadership with regard to pupils who are a cause for concern regarding behaviour.
- Liaising with the ISSC manager to monitor patterns of behaviour within the school.
- Liaising and advising staff on behaviour support matters.
- Liaising with external agencies as appropriate for pupils without an EHCP.

All Teaching Staff

All teaching and support staff are responsible for teaching pupils with special educational needs. Staff should be aware of the Gladesmore's SEND Policy and ensure that they meet their responsibility to set suitable learning challenges, respond to pupils' diverse learning needs and work to overcome potential barriers to learning.

SECTION 12: STORING AND MANAGING INFORMATION

Please see the Gladesmore [OP8] Data Protection Policy regarding managing and storing confidential information.

The AEN department follows the Haringey Local Authority policy on sending confidential information by post and email.

SECTION 13: ACCESSIBILITY

At Gladesmore Community School we are committed to providing an inclusive environment for all pupils. *Disability equality is an explicit aim within the school's policies and key documents.* This plan sets out the way we aim to increase access to education for pupils with disabilities by:

- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of provision;
- Improving the delivery of information to pupils with disabilities; increasing the extent to which pupils with disabilities can participate in the school curriculum.

The Gladesmore [EQ3] Accessibility Policy and the [S8.1] Accessibility Action Plan clearly set out our accessibility strategies and targets. Both documents can be found on the Gladesmore website.

SECTION 14: DEALING WITH COMPLAINTS

In the first instance the parent should discuss progress with the keyworker, subject teacher or Head of Faculty or Head of Year. If the matter remains unresolved or it is of a very serious nature the parent should contact the SENCO and a member of SLT may become involved.

SECTION 15: BULLYING

Every member of the school is responsible for the success of Gladesmore's [OP5] Anti-Bullying Policy. The school takes any form of bullying very seriously indeed. We make it as easy as possible for pupils to report anything that they regard as bullying and the whole community plays a significant role in combating it, Peer listeners and Prefects have a monitoring and support role Pupils are encouraged to inform staff if they are being bullied or they see bullying.

Stepping stones mentors

These are pupils who volunteer to work together on projects to raise awareness of bullying in the school and to encourage pupils to report bullying. They also act as peer mentors and mediators for victims of bullying.

Blue Day

All staff and pupils wear something blue on an allocated day, to show that they support anti bullying.

Assemblies

Whole school assemblies organised by the peer listener team, address the issue of bullying.

PSHE

All pupils cover a unit of work in their PSHE sessions, which covers bullying. It provides pupils with advice if they are being bullied; information regarding recognising what constitutes bullying; raising awareness of bullying on social media.

External Organisations

Visitors from a variety of organisations come to give talks to different groups of pupils regarding bullying these include the Safer Schools Police Officer attached to the school.

SEND pupils

The AEN department organises visits from external agencies such as: the Haringey Autism Team, support SEND pupils who may be vulnerable and run workshops on issues surrounding bullying.