

## Special Educational Needs and Disability Information Report - Updated January 2017

### 1. About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs and Disability (SEND) Information Report every year. This report explains how our academy meets the needs of children with SEND. It will be published on academy website and as part of East Sussex County Council's 'local offer' ([www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)).

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities including those in our nursery. This report complements the Hastings Academies Trust's Special Educational Needs and Disabilities Policy (<http://www.hastingsacademiestrust.org.uk/policies/>).

We will keep this report up to date and it will be reviewed as a minimum on an annual basis. The academy's Local Governing Body will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the academy office.

### 2. Who do I contact about my child's special educational needs?

Your first point of contact at the academy is the child's Class Teacher or within the Nursery, your child's Key Person.

The Special Educational Needs and Disability Coordinator (SENDCO) is responsible for managing and co-ordinating the support for children with special educational need, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to academy staff and work closely with parents/carers and other services that provide for children in the academy.

The key contacts at our academy are:

Executive Principal	Caroline Thayre
SENDCO	Kirsten Savage
Chair of Local Governing Body	Sam Coates (interim)
Nominated Member of the Local Governing Body for SEND	Paul Taylor
Designated Safeguarding Lead	Caroline Thayre
Designated Person for Looked After Children	Kirsten Savage

Contact details: 01424 853521, [www.robsackwoodprimaryacademy.org.uk](http://www.robsackwoodprimaryacademy.org.uk)

### 3. Which children does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years. We also have a Nursery which admits children from the age of 3 months old.

We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
- **Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of these needs can be included with our academy community. Whilst these four categories broadly identify the primary areas of need for children and young people, our academy will consider the needs of the whole child or young person and not just their special educational needs.

If you require a place at our academy for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. If you require a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

Our Admissions Policy is available on our website at:

[www.robsackwoodprimaryacademy.org.uk](http://www.robsackwoodprimaryacademy.org.uk).

Other useful information is available from:

- [school admissions- East Sussex.gov.uk](http://school.admissions-EastSussex.gov.uk)
- contact Information for Families for admissions advice 0345 60 80 192

### 4. Summary of how the academy meets the needs of children with SEN and disabilities

The key aim of the Hastings Academies Trust and each of its academies is to help all pupils – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the

Children and Families Act 2014 and the Equalities Act 2010. Our academy regularly assesses all of our pupils so that we can see who has special educational needs as early as possible.

We follow an 'assess, plan, do, and review' cycle to ensure that we meet the needs of children with special educational needs.

Where a child makes less than expected progress, the class teacher or Key Person in the Nursery, in conjunction with the SENDCO, will begin the process of assessing whether the child has SEND. Where a pupil is identified as having SEND, the academy will plan (in conjunction with the pupil and parent/carer) the child's teaching by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. The resulting 'Additional Needs Plan' will then be implemented, and regularly reviewed, at least three times a year.

The 'assess, plan, do, and review' cycle helps everyone to work together to continually improve the support so that the child makes good progress.

If the child is looked after by the local authority they will have a Care Plan and a statutory Additional Needs Plan.

## **5. How does the academy identify children's special educational needs**

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our academy will assess each pupil's current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age, However, for other children difficulties become evident only as they develop.

We recognise that parents and carers know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Where it is decided to provide pupil with SEND support, the decision will be recorded in the academy SEND register and we will formally notify parents. We are required to make data on the level and types of SEND in the academy available to the Local Authority. These data, which are collected through the School Census, are also required to produce the national SEN information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

An Additional Needs Plan is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the academy to meet the child or young person's SEND. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

## **6. How does the academy teach and support children with SEND?**

In common with all academies in the Hastings Academies Trust, we set high expectations for all pupils, whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches
- Classroom practice allows for clear and simple explanations, chunked instructions, extra time to process what has been said, and checking of understanding.
- Partner talk opportunities allow children including time for pupils to explain their learning to others.
- Visual support to help understanding – visual timetable, task boards, behaviour prompts.

- Support teaching of new vocabulary through visuals, word-webs and explanation.
- Use of word banks and phonics mats to support writing.
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of pupils' SEND

The quality of teaching for pupils with SEND and their progress is a core part of the Trust's performance management arrangements, and our academy's approach to professional development for all teaching and support staff.

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We will record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's or young person's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach their expected outcomes. The effectiveness of the support and interventions and their impact on the student/pupil's progress will be reviewed in line with the agreed date.

Education, Health and Care plans are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, an academy representative, a Local Authority SEND Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, the academy will endeavour to synchronise EHC plan reviews with social care reviews.

## **7. How will the curriculum and learning environment be matched to my child's/young person's needs?**

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils and place an emphasis on making learning

experiences fun, engaging and wholly inclusive to ensure that all pupils make enhanced progress in their learning.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment Policy to do this. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review).

Our curriculum is underpinned by a firm set of values which hinge on inclusion at the centre of our practice. For this reason we will ensure that our curriculum:

- Is fun and engaging
- Is creative and stimulating for all children
- Utilises the outdoors at every opportunity, including through the use of Forest Schools
- Focuses on skills for learning
- Accounts for all of the different learning styles
- Is highly differentiated to meet every child's needs and ensure that every child makes progress
- Operates within a nurturing environment where everyone feels valued

Further information about our academy's curriculum for each year group is available on our website.

We understand that sometimes children need further time or an additional intervention to support them in achieving their potential. For this reason within all areas of the school, we run the following interventions:

- Fine motor skills intervention
- Gross motor skills intervention e.g. Jump Ahead
- 4 Week Reading Project
- Phonics interventions
- Speech and Language Therapy
- KS1 and KS2 Nurture Class
- Therapeutic Art interventions
- Supported indoor lunch and playtime club – Gruffalo's

## **8. How are parents and carers involved in reviewing children's progress and planning support?**

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents;
- Provide parents with the information and support necessary to enable full participation in decision making;
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- Meet with the parents of children and young people at least three times each year;
- Provide regular reports for parents on their child's progress;

- Involve parents in the regular reviews of SEND support plans and, where applicable, in the annual review of EHC plans.

At Robsack Wood we believe that ‘parents are partners’ and are essential to ensuring good progress for your child. For this reason, we strive to uphold excellent communication with parents at all times throughout the year using the following mechanisms:

### **Parents’ Consultation Meetings**

We offer three formal parents’ evenings per year where pupil’s progress and development are discussed, and links made to the national age-related expectations as well as to the next steps each pupil should be taking. Members of the Inclusion Team are also available throughout these evenings.

### **Parent Courses**

To enable parents to support their child at home with learning we offer termly courses for parents e.g. phonics courses, understanding areas of SEND etc. We also offer termly drop in slots for parents which are hosted by various professionals who are able to support your child.

### **Written Reports**

At the end of each year, prior to parents’ evening, all parents are provided with a full written report

### **Annual Reviews of Education Health and Care Plans**

These meetings are between parents and members of the Inclusion Team and offer parents the opportunity to review the pupil’s progress towards targets. These meetings also offer parents the opportunity to gain further advice and support.

### **Transition Meetings**

We offer the opportunity for parents to meet with a pupil’s new class teacher in advance of September or starting at Robsack Wood. This meeting would focus on transition and the provision detailed within a transition plan, to ensure that the pupil makes a strong start within a new class.

### **Meetings with professionals**

On occasions, where a pupil is working with a specialist provision e.g. Speech and Language / Occupational Therapy, it may be the case that parents are invited to observe some of the therapy sessions. Parents would then be provided with resources to support their child at home.

## **9. How are children involved in reviewing their progress and planning support?**

We are committed to involving children and young people with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The following table sets out the different opportunities we have for talking to pupils about their learning:



	<b>Who's involved?</b>	<b>How often?</b>
<b>Self-assessment</b>	Pupil, Class Teacher	Daily
<b>Class Circle Time</b>	Pupil, Class Teacher	Weekly
<b>Worry Box / Question Box</b>	Pupil, Class Teacher	Daily as required
<b>Pupil Parliament</b>	Pupil Representatives, Class, Class Teacher	Weekly
<b>Pupil Voice</b>	Pupil, Inclusion Team	At least annually
<b>Additional Needs Plans Meetings</b>	Pupil, Parents, Class Teacher	Three times per year
<b>Annual Reviews (Statements and EHC Plans only)</b>	Pupil, Parents, Class Teacher, SENDCO, External Agencies, Local Authority Representative	Annually

## 10. **How will the academy prepare and support my child to transfer to a new school/ college or the next stage of education and life?**

The great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. In common with all academies in the Hastings Academies Trust, we encourage these ambitions from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15<sup>th</sup> February in the calendar year of the transfer.

Robsack Wood recognises the importance of high quality transitions at all stages of education. Therefore careful consideration is given to preparing pupils with SEND for transition at all stages. We run an extensive transition programme from Nursery to Year 6 to ensure that our pupils get as much support to manage change as possible.

When pupils start at Robsack Wood, initial contact is made with the previous setting and with the parents, as soon as we are notified that a pupil is transferring into our academy. Information is then gathered by members of the Inclusion Team to ensure that we are able to support the pupil as fully as possible when they start with us.

Transition visits are offered to new pupils at various different times of the day to ensure that the pupil gets a feel for daily life in the academy.

In addition, when pupils are changing classes or moving to another school, teachers liaise together with parents and carers, to share information and prepare the pupil in advance of the move. This would involve some or all of the following mechanisms:

- Transition visits
- Visual photo books
- Social Stories
- Visits by a key adult
- Thorough information sharing



For pupils in Years 5 and 6, the transfer options are explained carefully to parents and carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the Inclusion Team will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and well-being concerns that may arise. In addition, members of staff from the new school will be invited to attend any Annual Reviews that may occur to discuss the progress and development of the young person.

Robsack Wood will ensure that they facilitate a thorough handover with other schools and academies for any pupils starting in a new setting. This would include a conversation between the SENCOs and the transferral of any relevant reports or information. In addition it may be the case that key members of staff will visit the new school to support with transition.

## 11. **What training do academy staff have?**

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of the Hastings Academies Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

At Robsack Wood, the Assistant Principal (SEND) holds the National SENCO Accreditation and the Nursery SENCO is also accredited.

The Inclusion Lead TA for Speech and Language is trained as a Speech and Language Therapy Assistant. One teacher and two TAs are trained in the Thrive Approach. The Lead Practitioner for Nurture is accredited through the Nurture Network.

We identify training needs on an ongoing and individual basis and have a detailed training plan for teachers and support staff. The following training and CPD has been accessed by Academy staff since September 2016:

- Language Link
- Positive Handling – MAPA training
- Thrive Network Meeting
- Nurture Network Training Day – Play and Cognition
- Administration of Medicines
- Teaching for neurodiversity – engaging learners with SEND
- Support strategies for TAs
- East Sussex County Council Inclusion Conference
- Sensory Circuits – NHS Occupational Therapy
- SENCO Moderation
- Talk 4 writing INSET (Whole school INSET)
- The Art of Brilliance (Whole school INSET)
- Maximising the effectiveness of TAs at Robsack Wood (INSET for TAs)
- Mindfulness
- Torfield outreach observation and advice to staff

- CAMHS Mental Health Nurse observation and advice to staff
- Modelling of assessment and intervention from EAL (English as an additional language) teacher

**12. How does the academy measure how well it teaches and supports children with SEND?**

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Through rigorous monitoring at Pupil Progress Meetings of attainment and progress data, as well social and emotional progress data (identified through Thrive assessments or Boxall Profiles), each individual pupil's progress is identified and celebrated. Interventions are reviewed for their impact and adapted where required and additional support offered if required. This enables our pupils with SEND to make good progress against national standards.

**13. How accessible is the academy and how does the academy arrange equipment or facilities children need?**

The Hastings Academies Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting students and pupils with medical conditions.

Our academy's Accessibility Plan is available on our website.

Most of the academy site is fully wheelchair accessible with wide corridors and doorways. We have several disabled toilets that are large enough to accommodate changing suitable for wheelchair users. We also have a changing facility with disabled access. In addition, we work closely with the Occupational Therapy Team and the Physiotherapy Team to ensure that the environment is suitable for each unique pupil.

Visual timetables and visual cues, using Communicate in Print, are used in all classrooms and areas throughout the academy. We strive to ensure that the learning environment is fully accessible and inclusive for all learners. Braille support can be offered by the Visually Impaired Support Service.

**14. How will my child/young person be included in activities with other children, including school trips?**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

**15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?**

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

We may work with other services to support children, such as the Education Support, Behaviour & Attendance Service (ESBAS) and the Child and Adolescent Mental Health Services (CAHMS).

At Robsack Wood we understand the importance of supporting pupils' wellbeing and their emotional and social development. To support this we offer the following interventions:

- Thrive assessments and programmes of support
- Boxall Profile assessments and planned programmes of support
- Nurture groups
- Friendship groups
- The provision of 'safe adults' for key children
- The provision of 'safe spaces' for key children
- Opportunities for reflection
- Therapeutic Art (1:1 or Small group)
- Therapeutic Storytelling from the Education Futures Trust
- My Time Too from the Fellowship of St Nicholas

We place an emphasis on pupil voice at Robsack Wood and ensure that at least annually our pupils' views are heard and that this has an impact on the provision available to them.

## **16. What specialist services does the academy use to support children and their families?**

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. The academy may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress. Together, the parties agree the needs of the child or young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

Further information on the local authority and health services are available from:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>  
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## 17. Where can I get information, advice and support?

The 'Local offer' is available here: [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

Impartial advice and help for children and young people with Special Educational Needs and disabilities and their parents and carers is available here: tel 0345 60 80 192; email [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk); website: [www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)

The contact information for the academy is provided in section 2 above.

## 18. What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEND support for their child person, we will work with them to try to resolve these. If parents have a complaint they can use the Trust's Complaints Policy and Procedure.

## 19. Other relevant policies

Other policies that include information that may be important for students/pupils with SEND are:

### *Trust policies<sup>1</sup>:*

- Data protection
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Equality Objectives
- Supporting Students and Pupils with Medical Conditions Policy
- Safeguarding in Education and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy

### *Academy-specific policies<sup>2</sup>*

- Behaviour Policy
- Friendship and Anti-Bullying
- Accessibility Plan
- Intimate Care Policy
- Pupil Premium Policy
- Teaching and Learning Policy
- Assessment Policy

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<sup>1</sup> Available on the Hastings Academies Trust website: [www.hastingsacademiestrust.org.uk/policies/](http://www.hastingsacademiestrust.org.uk/policies/)

<sup>2</sup> Available on the academy's website [www.robsackwoodprimaryacademy.org.uk](http://www.robsackwoodprimaryacademy.org.uk)

