Science Policy

St Vincent's School for Sensory Impairment and Other Needs

Approved by:	Mr. L. Green & The Governing Body	**Date:** 19/09/2025
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Contents

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1. Purpose of the policy

This policy reflects the aims and values of St Vincent's School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Science is a vital part of our curriculum, offering all pupils, regardless of need or ability, the opportunity to explore, experiment and enquire. It provides a range of important skills which are both beneficial in life and potentially within the workplace. Handling data, performing experiments, analysing and assessing evidence.

The purpose of this policy is designed to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.stvin.com.

2. Subject vision

Our vision for Science at St Vincent's is to spark curiosity, inspire exploration, and empower every learner to make sense of the world around them. Using the White Rose Science curriculum, we provide a clear and sequenced journey through scientific ideas, carefully adapted to meet the needs of pupils with visual impairments. Learning is brought to life through hands-on, multi-sensory experiences that

use tactile models, real-life investigations, auditory descriptions, braille, large print, and assistive technology, ensuring that every child can engage fully and meaningfully with scientific concepts.

Science benefits our pupils holistically by developing not only knowledge and understanding but also key life skills such as independence, problem-solving, and resilience. Through investigation and exploration, pupils build confidence in asking questions, working collaboratively, and applying their learning to everyday experiences. Practical science supports communication, critical thinking, and sensory development, while also nurturing a sense of wonder and belonging in the wider world.

Our aim is for pupils to see themselves as scientists—curious, capable, and confident in their ability to explore, question, and understand the world, both now and in their future lives.

3. Aims and outcomes

Aims

1. To develop an enquiring mind and a scientific approach.
2. To develop a greater awareness of, and a responsibility to, the world about us.
3. To stimulate interest in science and so encourage learning.
4. To develop an understanding and a working knowledge of the subject; and subsequently use that knowledge to solve problems and apply it to new situations/topics.
5. To develop the necessary practical skills needed to enhance pupil learning and facilitate progression.
6. To improve manipulative skills through practical work.
7. To increase pupils' knowledge and understanding of scientific ideas, principles and scientific language in keeping with their ability.
8. To develop a respect for life and the world in which we live, and an awareness of continuing research, changing ideas and the impact these have on our lives.
9. To provide the necessary information required for the pupil to achieve their potential.
10. To fulfil the aims set out in the National Curriculum.

Outcomes

1. To be able to use scientific apparatus in a safe and confident manner, to the degree of accuracy achievable.
2. To be able to make accurate observations and record those observations/ findings in a logical and coherent form.
3. To be able to apply what they have learnt in science to their everyday lives, and hence bring more fulfilment and enjoyment to their learning and understanding, and to encourage healthy lifestyles.
4. To be able to recognise the relationship between man and his environment and be aware of mans effect on it.

5. To be able to formulate ways of improving man's own environment, and that of other living things.
6. To be able to reason with, and reach conclusions about, things of topical/current interest.
7. To be able to recall facts when required.
8. To be able to recognise scientific terms/words and use them correctly.
9. To fulfil the objectives as set out in the National Curriculum.
10. To be able to make deductions from given facts, and experimental findings/data.
11. To be able to use and apply principles and formulae and use mathematical skills, and information acquired in other subjects, to enhance and improve their scientific learning and understanding.
12. To be able to understand, interpret and use given data in the form of tables, charts and graphs.
13. To be able to reason, and think logically, in new situations and to apply known principles to them.

4. Teaching and learning

Teaching Methods

1. Teaching within the whole school is primarily through pupils' practical experience and involvement. Discussion and questioning is to be encouraged, both as a stimulus to learning and to understanding.
2. In Key Stage 3 and 4, pupils will be given experience of diagrammatic presentation and data retrieval from charts, graphs and tables. Opportunities for involvement of ICT is to be encouraged whenever appropriate and relevant to the topic, both for data handling and researching skills.
3. Copies of the scheme of work for each group/year and the programmes of study are available for reference from the Curriculum Lead.
4. All pupils, where possible and practicable, are to carry out practical work/investigation individually. Pupils who need assistance with practical work will have access to LSA support.
5. Pupil's notes may be given in a combination of different means e.g. dictated, Braille, adapted fonts self-generated, teacher-generated on worksheets
6. When diagrammatic material or printed notes are provided for the pupil, both the printed version and the Braille version should give the same information/detail as far as possible. The diagrams, whether print or Braille, should be modified to remove superfluous detail. Tactile diagrams will conform to the GCSE specifications document produced by RNIB and VIEW. Pupils will need to acquire the necessary skills for the completion of drawing film diagrams and graphs, whenever possible, especially for those who are expected to undergo formal assessment e.g. GCSE, and this will necessitate liaison with the Maths department.
7. Class work is to be reinforced by appropriate homework. Homework, when given, should be meaningful and relevant. A print copy of homework is provided to all students including those given Braille copies.

8. Lesson plans and the recording of pupils' marks/achievements are the responsibility of the teacher for the group but should be available to the Curriculum Lead when necessary, to facilitate continuity in the event of teacher absence/change of staff.
9. More discussion of topics and oral work is required to compensate for lack of natural visual input and experiences of the world.
10. Use of the school grounds and the environment outside of the classroom.
11. More verbal instruction/explanation of experimental method, and more demonstration of experimental technique and equipment, is required due to lack of visual input. Practical work will sometimes take considerably longer, so flexibility needs to be incorporated in the lesson planning.
12. More time for preparation of practical work is necessary to anticipate, and attempt to remove, any problems likely to be encountered by some pupils or groups.
13. The help of an LSA will be required, during practical work for all groups, particularly those with a high proportion of totally blind pupils, or for those pupils with poor manipulative skills and/or other special educational needs.

Special Educational Needs

- The VI pupil will have a more limited experience of 'everyday' science, and 'observational' techniques. Unless time is spent initially on developing those observational skills they may not have used, plus improving their own observational skills, there will be a slower progression to the higher levels in Science, which could subsequently affect the level they achieve in public examinations.
- Practice in the use of the specialist equipment to enhance and facilitate observation is of great importance, as in the encouragement of the pupils to use the observational skills they often use more effectively than their sighted peers e.g. touch, hearing.
- In Science, not only is the VI pupil's experience limited as far as scientific issues are concerned, but as part of the Science curriculum is mathematical in nature, any difficulties/lack of progression or understanding the pupil has in Maths compounds his/her problems in Science and so can limit progression to the higher levels of scientific concepts. Also, mathematical skills, such as the drawing and interpretation of graphs, may not have been covered in Maths when they are required in Science and this can delay or impede progress in these areas of Science.
- It is important to remember that if a concept is outside the pupils' own experience it should not necessarily be omitted from the curriculum, as it may not be beyond the pupils' understanding, especially with the more able students (e.g. shadows/light). Alternatively, it is acceptable (and desirable) to make use of appropriate scientific models to clarify or explain some concepts.
- Help with practical and diagrammatic work, initially for all pupils, is a necessity; but it is to be hoped that all pupils will achieve a degree of independence in these areas. The totally blind pupils will obviously experience problems with diagrammatic work because of lack of previous experience and spatial awareness. Where possible , uncluttered Minolta diagrams and graphs will be used as an aid to learning.

- Time is a factor with practical and diagrammatic work. More time is required by the VI pupil than their sighted peer to complete a practical assignment. Diagrammatic work can take considerably longer as the VI student lacks the ability to scan a diagram quickly and effectively. This is built into the curriculum as much as possible with recap and revisiting a topic to consolidate knowledge.
- Whilst it is desirable that practical work is done individually by the pupils, collaboration during practical work may be necessary to enable the VI pupil to take an active part in some if not all of the exercise.

Disability specific skills

- The VI pupil should always have suitably produced copies of any visual material. However, reader and/or practical assistance may be necessary. Experimental results which are purely visual (e.g. colour changes) should still be explained to the pupil so that he/she is able to draw the appropriate conclusions and have the fullest understanding.
- Organisational skills in the pupil are of paramount importance and these will need to be taught, encouraged and constantly reinforced.
- Diagrammatic and practical work should be introduced as early as possible, beginning simply with single step practical and outline diagrams, and building in complexity over a period of time (up to the level the individual can cope with).
- The level of accuracy in measuring, drawing, graphical work and diagrammatic work will vary according to the pupils' level of vision, the medium used, the developments and availability of technology and the ability of the pupil.
- Due to the adaptations and modifications necessary to make a science course accessible to the VI pupil extra time is needed for lessons. Given the necessary time, resources and expertise the VI pupil should be able to maximise their potential.

Manual dexterity, spatial awareness and practical work

- Problems in manual dexterity and spatial awareness need to be considered when planning any practical or diagrammatic work, with particular attention to safety in practical classes. However, one of aims of practical work is to improve manual dexterity and so the practical should be challenging as well as achievable.
- Motor skills necessary for diagram and practical work include:
    a. Picking up small objects
    b. Use of rulers inc. reading of scales and drawing straight lines
    c. Placing things carefully and accurately on balances, tripods, workbenches etc.
    d. Putting materials into appropriate containers with care and accuracy.
    e. Pouring liquids safely
    f. Placing equipment in a position of safety
    g. Using a spatula (as a simple way of measuring quantity, and also as a means of transferring substances from containers)

h. Using a measuring cylinder accurately may necessitate the use of a light probe, and so a simpler and more accurate alternative is the use of suitably marked syringes or measured pipettes

i. Using the Bunsen burner safely – including 'techniques for lighting the burner'

Turning on and regulating flow from gas and water taps.

5. Curriculum overview

Pupils follow the White Rose Scheme curriculum

5.1 Key Stage 1

In Key stage 1

Year	Term 1	Term 2	Term 3
Reception	Me and my world Senses Lets go outside What's changed Night and day	Changes in winter Let it flow From desert to jungle	Watch it grow Animal detectives Pushes and pulls
Year 1	The human body Seasonal changes material	Planting Animals Caring for plants	Plants Planting Growing and cooking
Year 2	Animals needs for survival Humans materials plastics	Plants light and dark Living things in their habitats	Plants and seeds Growing up wildlife

Key Stages 1 and 2

- All pupils follow the Programme of Study for the National Curriculum using White Rose Science at a level appropriate for their age and ability.
- Primary 1 will be taught in class
- Primary 2 will taught by Science Lead.

5.2 Key Stage 2

Pupils follow White rose to include the following units

Primary 2 will follow a year group as decided by curriculum lead which will be dependent on age and ability and previous learning.

Year	Term 1	Term 2	Term 3
Year 3	Skeletons Movement Nutrition Food waste rocks	Fossils Soils light	Plants Forces Magnets Plants b biodiversity
Year 4	Groups and classifying Data collection States of matter	Sound Data collection Electricity energy	Data collection Habitats Deforestation Food chains
Year 5	Forces Space Global warming	Properties of material Animals including humans lifecycles	Reproduction a Reversable and irreversible Plastic production Reproduction b
Year 6	Living things in their habitats Electricity Renewable energy	Light Light pollution Drugs and lifestyle The circypalraorey system	Variation Adaptation Fossils Themed projects

5.3 Key Stage 3

Pupils follow White rose to include the following units for year 7,8 and 9

Key Stage 3

- All pupils will follow the Programme of Study for the National Curriculum using White Rose Science for their year group.
- There are end of topic test for all KS3 pupils. All pupils will be teacher assessed.

5.4 Key Stage 4

Key Stage 4

- All pupils will follow the National Curriculum as detailed in the specifications/programme of study for the examination course, or accredited course, they are following.
- GCSE biology AQA grades 1-9
- ELC Science AQA level 1,2 or 3

1. Entry Level certificate in Science, to be accredited in Year 11 or will follow the AQA Unit Award scheme, using the units chosen from the bank provided by AQA.

Year 7	Baseline Introduction to Laboratory Matter as particles Cells	Forces Separation	Magnetism Chemical reactions Space	Space Acids and alkalis Digestion	Gas exchange Speed	Reproduction Waves Consolidation
Year 8	The periodic table Charge and electrical current	Transport systems Energy and power Energetics	Light Reactions of metals	Density and pressure Bioenergetics	Coordination Electrical circuits Genetics	Reactivity Interdependence Consolidation
Year 9	Respiration Heating and cooling	Earth and atmosphere Engineering	Variation Electromagnetism Cells	Cells continued Atoms	Forces Cell transport	Bonding Transport in organisms Consolidation
Year 10	BIOLOGY AQA GCSE Cells Cell Transport AQA ELC Biology The human body Outcome 1-5	Transport in organisms Digestion and enzymes Biology The human body Outcome 6-10 Revision and exam Teacher Designated Assignments X 2	Health and disease Defence against disease Chemistry elements mixtures and compounds	Bioenergetics Chemistry elements mixtures ad compounds Revision and exam Teacher Designated Assignments X 2	The nervous system Physics Energy forces and the structure of matter	The endocrine systems Consolidation Physics Energy forces and the structure of matter Revision and exam Teacher Designated Assignments X 2
Year 11	GCSE AQA Biology Inheritance AQA ELC Biology Environment evolution and	Ecosystems AQA Environment evolution and inheritance Revision Exam Teacher Designated Assignments X 2	Variation Chemistry in our word Revision and exam Teacher Designated Assignments X 2	Biodiversity Consolidation Physics electricity magnetism and waves Teacher Designated Assignments X 2	Exam Preparation	Exam Preparation

	inheritance					

5.5 Key Stage 5

Post 16 pupils may have the opportunity to follow the BTEC Short Course in Healthy Eating (Level 1). Alternative courses of study may also be followed as part of BTEC Personal and Social development at Entry 2 and 3 and Level 1. The programme of study is tailored specifically with each year group

Transition Group T1

All pupils follow the Programme of Study for the National Curriculum at a level appropriate to their understanding and ability which is currently at EYFS/Key Stage 1 level,

6. Cross-curricular links

Cross Curricular Links

As science is all encompassing, it is possible to find cross curricular links with all school subjects. For example, maths is an obvious link and covers a lot of the science curriculum, good literacy skills are necessary to expand their scientific vocabulary, links to PE regarding fitness and the body, cooking and nutrition, geography with tectonic plates and earthquakes, music involving sound and vibrations, and more.

STEM

Sessions to be delivered during enrichment to expand of previous learning. Activities to be decided based on age of group, ability and previous learning.

Science week planned by Science lead and delivered by teachers across age and ability range.

Citizenship

Citizenship provides learning opportunities for pupils, from Foundation through Key Stages 1 to 4 to gain the knowledge, skills and understanding necessary to play an effective role in local, national and international levels. Within the teaching of Science aspects of citizenship contributions are made to pupils' moral, social and cultural development and through the opportunities to promote an understanding of, and responsible attitudes towards, environmental issues.

Spiritual, moral and ethical, and social and cultural issues

The study of Science can contribute to an understanding of spiritual, moral and ethical, and social and cultural issues in the following ways

- Through pupils considering the natural, material and physical world they live in, reflecting on their part in it, exploring questions such as when life starts and where life comes from, and experiencing a sense of awe and wonder at the natural world.
- Through helping pupils realise the need to draw conclusions using observational skills and evidence rather than preconception or prejudice, and through discussion of the implications of the uses of scientific knowledge, including that such uses can have both beneficial and harmful effects. Exploration of values and ethics relating to the applications of science and technology is possible.
- Through helping pupils recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence and drawing attention to how different interpretations of scientific evidence can be used in discussing social issues.
- Through helping pupils recognise how scientific discoveries and ideas have affected the way people think, feel and create, behave and live, and drawing attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued.
- Through enabling pupils to recognise that modern science has its roots in many different societies and culture and draws on a variety of valid approaches to scientific practice.

In these ways Science helps pupils to become informed, thoughtful and responsible citizens aware of their duties and rights; promotes spiritual, moral, social and cultural development, making them self-confident and responsible both in and beyond the classroom; encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.

7. Assessment, recording and feedback

7.1 Assessment

St Vincent's School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

- Teacher Observation
    - Monitoring engagement, effort, and technique during practical work.
    - Assessing how students use materials and respond to feedback.
- Workbook / Folder Reviews
    - Evaluating the development of ideas, research, experimentation, and annotation.
    - Encouraging self-reflection and documentation of progress.
- Questioning and Class Discussion
    - Informally assessing understanding of techniques, concepts, and art history.
    - Checking for depth of thought, vocabulary use, and analysis skills.
- Peer and Self-Assessment
    - Students reflect on their own work or critique classmates' work.
    - Encourages independent learning and critical thinking.
- Feedback (Verbal and Written)

- Regular, specific feedback from the teacher during lessons.
- Often recorded on digital platforms (iTrack).

Summative assessment

- Project Outcomes
  - Final pieces assessed against clear criteria (e.g., creativity, technique, relevance to theme).
- End-of-term or end-of-year grades
  - School-based levels – through iTrack).

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging
- Developing
- On Track
- Secure
- Exceeding

Please see the below linked policies for further details:

- Assessment policy
- Teaching and Learning Policy

Marking

Children receive regular feedback and St Vincent's School marking follows the school's marking policy.

More information can be gathered in our marking and feedback policy.

7.2 Recording

In Science, pupils will record their learning in the following ways:

- Topic books or folders
- Online assessment-based tool – iTrack

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice per year, once at Annual Review and once at Monitoring Evening.

8. Resources

8.1 Textbooks and other equipment

The Science Department provides a wide range of apparatus and equipment to support learning across all key stages.

Resources

Specialist/adapted equipment available

- All science equipment is to be stored in the main preparation room so that it is available when required by a member of staff.
- If equipment is to be removed from the preparation room (for longer than the lesson it is to be used for) by any member of staff for lessons, the Curriculum Lead should be consulted to ensure it is not required elsewhere.
- Notification of long-term borrowing/use of Science equipment should be given to the Curriculum Lead in advance. However, priority will be given to the use of the equipment for a science lesson, unless requested well in advance of the lesson.

Specialist/adapted equipment includes:

- Tactile diagrams (Minolta)
- Drawing film and graph making equipment
- Talking and digital thermometers
- Braille and large display digital stopwatches and timers
- Measuring equipment with tactile markings, including syringes and rulers
- Light probes
- Digital, large display and talking mass balances
- Talking and large display calculators- available from Maths dept. if pupils do not have their own
- Anatomical tactile models and 3D wall charts

The following is also available in the Science room:

- A selection of writing paper suitable to the needs of individual pupils e.g. a range of different colours, line thickness, Braille paper of different sizes (and colours).
- Computers (with speech output and magnification software)
- Reading lamps
- ‘Sloping desk’ stands
- Braillers and mats

Adaptations to equipment (tips and techniques)

Much of the equipment available, and used, has not been adapted in any way for use by the VI. However, the way in which some pieces of equipment are used may differ from the norm.

Adaptations to standard equipment and/or their use

- Measuring cylinders: - Use of the polypropylene type enables the pupil to ‘feel’ the scale on the outside of the cylinder, and together with the use of the light probe make reasonably accurate volume measurement. The tops of the measuring cylinders can be marked with bright yellow tape or paint, to make them easier to spot/locate.
- Syringes: - These are available in a variety of volumes, and can be used to obtain volumes of liquid accurately. A notch is cut out on the plunger when it is pulled out to the required volume, and the pupil can feel for this rather than have to look at the scale.
- Stands and Clamps: - Whilst heating beakers of water, and other substances, it is advisable that the beakers are clamped in place to prevent them being knocked off. However, as this means that they cannot be removed quickly from the source of heat, an alternative to the retort type of clamp is the ring type, which allows the beaker to be removed quickly yet will provide an audible clue to the VI if the beaker is in danger of falling off. Stands and clamps must always be positioned to the sides of the experimental set-up.
- Bunsen burners: - When lighting Bunsen burner all normal safety procedures must be followed. Pupils must use a suitable gas lighter, to light the Bunsen. The technique that is used is to tap the ‘chimney’ of the Bunsen from the bottom to the top with the lighter, and only when the lighter is in the correct position is the gas turned on. In order that the pupil does not have to lean across the gas taps to handle the Bunsen burner, they will light the Bunsen from the ‘wrong’ side of the bench and will also switch it off from this position. If the Bunsen is to be left on, but not in use, for safety reasons it may be better to leave the air hole open (against normal safety procedures) so that the VI pupil can hear the flame. Teacher to assess the risk with each pupil.
- Washing glassware: - The glassware must always be placed in the sink before turning the tap on, regulating the pressure of the taps can be difficult for some.
- Test-tube racks: - Some pupils benefit from having a white background on them. Some prefer to use the ‘gripping’ type of rack, whilst others need the wooden ones because of poor manual dexterity.
- Elastic bands: - These can be useful to show changes of level in a test tube or measuring cylinder.
- Use of trays on which to carry out practical work not requiring heat. These provide a raised outer ‘lip’ which will prevent equipment from falling off, whilst also providing a location tool/device.

8.2 External speakers, local museums, trips

Trips and external speakers are integral to enriching the Science curriculum. They provide real-world context

Educational Visits

- Visits to museums, exhibitions, and significant sites are linked directly to curriculum content and support practical and critical outcomes.
- Trips are planned with clear learning objectives and follow school procedures for risk assessments, consent, and safeguarding.
- Establish links with other schools.

- Financial support will be considered to ensure trips are accessible to all students.

External Speakers

- Sessions may include talks, workshops, demonstrations, or collaborative projects, and must align with curriculum goals.
- All visitors follow school safeguarding procedures and are supervised at all times.

The impact of trips and guest sessions is reviewed through student feedback and staff evaluation to inform future planning.

9. Roles and responsibilities

9.1 Senior Leadership Team

The Senior Leadership Team at St Vincent's school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at St Vincent's school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development

9.3 Link governor

The link governor responsible for monitoring the curriculum at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the curriculum manager / Assistant Headteacher
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will follow the responsibilities set out in the Home School Agreement.

10. Inclusion

All pupils are entitled to a broad, balanced and relevant curriculum which enables them to make progress in relation to their priority needs.

Pupils at St Vincent's may have additional needs – sensory, physical, emotional, behavioural or additional learning difficulties.

For these pupils there is a need to provide further modifications to the teaching programmes. As a school we ensure we follow the SEND Code of Practice (2014, updated April 2020) and the Education Health Care Plans (EHCP). Teachers will plan lessons so pupils with visual impairment and/or sensory need can study Art, wherever possible, and ensure that there are no barriers to every pupil achieving.

Classroom Approaches

The classroom approach is based on:

- Encouragement of pupils to be interested in both subjects.
- Providing suitable experiences where pupils are encouraged to explore new ideas.
- Exposition by the teacher:
    a. To a small teaching group
    b. To an individual pupil.
- High level of specialist LSA support for pupils.

The above list is not exhaustive and should be adapted for each individual pupil.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.