

# Walderslade Girls' School Special Educational Needs and Disability Policy (and Information Reports)

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## Document Change History

<b>Date:</b>	<b>Version:</b>	<b>Description of Changes:</b>
Oct 2022	1.0	Annual review
Sept 23	1.1	Converted to a local school policy – amendments made to personnel

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Aims

Our SEND policy and individual school information reports aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At the Skills for Life Trust we value all students equally.

- All students are part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum, achieve their best, become confident individuals with fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training;
- We recognise that SEND support is a whole staff responsibility with ‘quality first teaching’ that considers the individual needs of students when planning our curriculum;
- We recognise that some children need additional support to ensure access to the whole curriculum. We ensure that the needs of children are assessed, planned for and reviewed so

that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted;

- We include parents/carers in the identification, assessment and response to their children's special educational needs. We work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education;
- We involve the student and the importance of taking their views into account and include the student in decision-making about their special educational provision;
- We are committed to effective collaboration between all agencies working with a student and adopt a multi-disciplinary approach to meeting a student's special educational needs.

## Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Roles and Responsibilities

### The SENCO

They will:

- Work with the Headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

### **The SEND Link Governor**

The SEND Link Governor will:

- Help to raise awareness of SEND issues at Local Governing Body (LGB) meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body (LGB) on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **The Headteacher**

The Headteacher will:

- Work with the SENCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy.

## Monitoring Arrangements

This policy and information report will be reviewed by The Trust Executive Team and SENCo's every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.

## Links with Other Policies and Documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy

## The kinds of SEND that are provided for

Walderslade Girls' School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

## Identifying pupils with SEND and assessing their needs

During key transition points, such as Year 6 into Year 7, we ensure that we work with other professionals to highlight any students that need support or further investigation into their learning needs. All our teachers are aware that high quality first teaching in their classrooms has the biggest impact on student progress and attainment, with a whole school expectation that all students can

achieve. Teachers are experts in their fields and have a clear understanding of age-related expectations, furthermore ongoing professional development on the identification of SEND is provided throughout the academic year. Students are monitored and supported in class by their teachers through differentiated/adaptative teaching and specific interventions. Student understanding is monitored throughout lessons, through skilful questioning and regular feedback (both written and verbal).

An established regular data reporting cycle is in place across the curriculum and Key Stages, which is utilised during Pupil Progress Meetings. Subject leaders are able to utilise the data in collaboration with the Raising Standards Lead and SENCO, to identify students whose progress;

- 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;
- This may include progress in areas other than attainment, for example, social needs.

Low attainment or slower than expected progress does not automatically mean a pupil is identified as having SEND. The decision on whether to define as SEN, will be influenced by many factors, including expected progress and attainment and the opinions of the students and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Regardless of identification, we will work to ensure that all students receive the support they need to make progress and be included within the school community.

Please do note that section 6.20 of the Special Educational Needs and Disability (SEND) Code of Practice (January 2015) states:

‘Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage’.

## **Consulting and involving pupils and parents**

As a school we recognise that parents have an important central role in establishing and maintaining appropriate support for their child. We have an ‘open door’ policy encouraging parents to contact the school whenever they have a concern, request or idea for their child. When required/high needs students have information sheets, called Student Passports, which outline the strengths and needs of students within and outside of the classroom. The Student Passports are discussed and created in collaboration with students, parents/carers and staff, providing targets and guidance for staff



across the curriculum. The Student Passport is utilised at meetings, including parents evening to ensure that the information is relevant and supporting learning, progression and success. Students with an EHCP also have a Person-Centered Annual Review every year, placing the student at the centre of all discussions and plans for their educational support.

If a student has been identified as possibly SEN, we invite parents/carers in for discussions and listen to their concerns. These early conversations will make sure that;

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support and move over to the register.

## Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teaching staff and Heads of Faculty/Subjects work with the SENCO and Raising Standards Leads to analyse pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant;
- Student progress will be reviewed in line with the school data reporting cycle, at parents' evenings, faculty/departmental meetings, at line manager meetings and during raising standards/pupil progress meetings. Additionally, if a concern is raised by students, parent or teaching staff an additional request for progress data will be issued and outcomes discussed;
- All teachers and support staff will be made aware of student needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will

regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and we will update the student's Pupil Passport as detailed above.

## **Supporting pupils moving between phases and preparing for adulthood**

Walderslade Girls' School has an established transition programme in place for Year 6 students moving into secondary, with the SENCO playing a key role in this provision. We have firm links with the SENCOs from our local feeder schools and have face to face contact with them where ever possible prior to the start of Year 7 and if needed during this transition year. Any special needs provisions that have been put in place in Year 6 are supported and investigated over the course of the Autumn term and support discussed with parents and students. Where appropriate a bespoke transition plan will be implemented for students who need greater support during the move from primary to secondary school.

During Year 9, students select their choices for GCSE at Key Stage 4. We ensure that appropriate support is provided for students with SEND, and their parents. Meetings are held with the SENCO to help students make choices that are right for them and their aspirations.

In Year 10 students complete work experience, we work with students and parents to ensure that any barriers to successfully participating are removed and that suitable and fulfilling placements are sought out for all students, with specific regard for students with SEND.

Post 16 provision is supported through the Year 11 pastoral team, with sessions provided to help students develop their interests and make applications. The SEND Faculty further support students with SEND, with investigating their options, making applications, supporting with interviews if required. Students moving into our sixth form, PGW, are fully supported, with a seamless transition being aimed for. Students who wish to move to other schools or colleges are fully supported and we work closely with other providers to share information and resources to aid transition and learning.

As part of the Skills for Life Trust, we are also able to provide business mentors to students, who are professionals in their field, external to the school and trust, who are able to help direct and coach students towards their goals.

## **Our approach to teaching pupils with SEN**

In line with Teaching Standards and the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), we expect every teacher to take responsibility and be accountable for the progress and development of all the pupils in their class and subject. Furthermore, we expect that Heads of Faculty/Subjects will hold teachers to account and promote good outcomes for all students

in terms of progression through skillful use of data and management of resources, including staff. Finally, we expect that Heads of Year will monitor the progress of students across the curriculum and highlight where and when students need support of interventions need to be developed in collaboration with the SENCO.

We use the Waves of Intervention Model, with quality first teaching in classrooms delivered by subject teachers being our first step in responding to the needs to students with SEND. Differentiation/adaptations in teaching should be implemented in the classroom for individual students, as outlined in Pupil Passports. Teachers are expected to work with the SEND Faculty if they require support with students in their subject areas.

For students with SEND who are not making adequate progress in the classroom even with embedded quality first teaching, differentiation and adaptation of the teaching according to needs, we will also provide the following interventions:

- In Key Stage 3, students with delayed literacy skills will work in small groups for intensive Language and Literacy support to replace Modern Foreign Languages;
- Targeted students receive handwriting, reading and spelling interventions in English;
- Dyscalculia screening and additional support is available in Maths;
- Social skills intervention, is offered to some KS3 SEND students as appropriate
- Targeted students receive additional support in strategies to manage dyslexia;
- Students with an ECHP, or identified special needs, will receive in-class support from a teaching assistant as directed by their plan and as appropriate.;
- Students with an identified special need may receive some in-class support from a teaching assistant as appropriate;
- During internal examinations held annually in KS3, children with special educational needs may be withdrawn to receive a high level of support for reading question papers/recording their answers as appropriate;
- 1:1 mentoring takes place for some SEND students as appropriate.

## **Adaptations to the curriculum and learning environment**

All of our teachers are experts in their field and therefore trusted to make the appropriate adaptations to the curriculum and learning environment needed to ensure that students are able to inclusive access the learning and make progression. Furthermore, Pupil Passports also implicitly state the needs of students, with staff expected to include the strategies in their planning.

Examples of the strategies that can be employed by teaching and support staff are provided below, however these are not exhaustive and other strategies may be developed as needs arise;

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Moving lessons to environments that are more easily accessed
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## Additional support for learning

We have a team of Teaching Assistants who are trained to support students both in class and with small group and 1:1 intervention. These interventions include, handwriting, fine motor skills, spellings, reciprocal reading, reading buddy, memory skills, homework support, reading practice, typing speed, social skills, and ELSA.

In addition:

- Students with SEND with emotional difficulties may work for varying lengths of time with a member of staff when not coping or in need of 1:1 support;
- 1:1 and small group SEND interventions;
- A full-time qualified first-aider is available;
- All ground floor areas are accessible for students who cannot access stairs;
- Laptops are provided in school to students with special learning disabilities, including dyspraxia, and for students with temporary disabilities as appropriate;
- Students with temporary disabilities can access a quiet area to work as appropriate.

We also work with external agencies to provide support for pupils with SEND. Regular liaison and support is received from:

- Educational Psychology Service;
- Social Services, Early Help and CAMHS;
- Rivermead Triple R;
- Bradfields Outreach Service;
- Local feeder schools;
- LA SEN Officers;
- Occupational Therapy;

- Speech & Language Therapy;
- Advisory Teacher for Visual Impairment;
- Advisory Teacher for Hearing Impairment;
- SENDIAS targeted post-16 advice for EHCP students.

## Expertise and training of staff

We ensure that training opportunities are available for the SENCO Faculty and wider school community to fulfil their roles. The SENCO, Mrs Price, is completing the National Award of SEN Co-ordination (Canterbury Christchurch University).

Within the Skills for Life Trust, we utilise the experience of Mrs. Mansfield to access the needs of students during examinations. She holds the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3a).

The school is committed to providing appropriate training in the area of SEN including; Trauma Informed Practice, ASD and ADHD. Additionally, we have access to The National College, which means we are able to act quickly in response to a highlighted training need.

Where needed we use external specialist staff to support students, including;

Educational Psychologist: Karen Turner

Occupational Therapist: Sarah Monk

Speech and Language Therapist: Zoe Swayne

## Evaluating the effectiveness of SEND provision

At Walderslade Girls' School we evaluate the effectiveness of our provision with SEND by;

- Reviewing pupils' individual progress towards their goals at each grade progress report together with the teachers and subject leaders;
- Regularly reviewing the impact of interventions on progress with parents and students at parents' evenings, SEND afternoons and in ad hoc meetings as per need;
- Using pupil questionnaires and feedback as well as whole school parental surveys;
- Monitoring by the SENCO;
- Holding annual reviews for pupils with EHC plans.

Additionally, as part of the Skills for Life Trust we are able to utilise other highly trained individuals, such as other SENCOs to critically review the provision in place and provide informed action points for improvement.

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

At Walderslade Girls' School, we aim to create a learning community that promotes the inclusion of all in all aspects of school life. Students have access to the environment, resources, staff and activities they need, putting reasonable adjustments in place, which are regularly reviewed. Students are not denied access or admission to the school based on SEN or disability.

Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work although some students are taught in smaller, set classes with targeted additional support.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on day trips and residential trips. Appropriate risk assessments and provisions are made according to needs.

All pupils are encouraged to take part in sports day, school plays, special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **Support for improving emotional and social development**

The Skills for Life Trust is building towards being a mainstream school driven by Trauma Informed Practice, this means that the emotional and social development of our students at Walderslade Girls' School is a primary focus. We have dedicated Emotional Wellbeing Leads at our Secondary Schools, who work with external agencies to promote emotional wellbeing across the school.

At Walderslade Girls' School we have a zero-tolerance approach to bullying and will work with students and parents/carers to ensure that any incidents are addressed quickly and appropriately. We aim to create a school community in which every child is welcomed, supported and engaged with their learning and peers.

We provide support for pupils to improve their emotional and social development in the following ways:

- In Year 7, vulnerable students are specifically placed in the most appropriate tutor group, some with additional support for more dedicated nurture to start the school day as emotionally settled as possible;
- Students who need additional support are provided access to the Pastoral Hubs and SEN as needed and can request access to a go to person for support and guidance;
- All pupils are encouraged to be part of the school council and aim to be part of the school perfect body;

- Pupils with SEND with social communication difficulties are also encouraged to be part of after school clubs;
- SEND students can be invited to after school social club to help them engage with other and build appropriate friendships;
- Mediation between friends and peers is provided by the Pastoral Hubs to help students appropriately navigate friendship and resolve conflict in a healthy and supportive way;
- In school counseling service, with a fully qualified counselor who can work with students on a 1:1 basis on a range of needs, including bereavement;
- Mental health first aiders in school;
- Anger management in school;
- Emotional support and mentoring will be offered on 1:1 or small group interventions by our trained ELSA TA, training complete in Spring 2024.

## Working with other agencies

Walderslade Girls' School works closely with other agencies in order to ensure we make informed decisions for students and offer appropriate support. We work with the Emotional Wellbeing Team, speech and language therapists, physiotherapists, OTs and manual handling leads. We regularly hold multi-disciplinary meetings to review students. In addition, a range of specialist services can be accessed where they are written into the EHCP.

## Complaints about SEN provision

If you are concerned about the experience you or your child has had when engaging with their learning, the SEN Faculty or/and the provision please do contact the SENCO, Mrs Price, in the first instance. If an appropriate and amicable solution cannot be reached, please make a complaint in writing to the headteacher, Mrs. Campbell, who will be able to support. Mrs. Campbell will also be able to refer you towards Walderslade Girls' School complaints policy. The school Complaint Policy is also published on the school website.

Please note that the parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## Contact details of support services for parents of pupils with SEND

There are numerous agencies and charities that parents can utilise to support their child with their educational needs. However, the services below will be able to advise parents on what is available in your local area to support your child with SEND.



<https://www.medway.gov.uk/localoffer>



[medwaysendias@family-action.org.uk](mailto:medwaysendias@family-action.org.uk)

## Contact details for raising concerns

If you have a concern for your child's progress and wellbeing you should contact the SENCO, Mrs R Price either directly via [eastr065@sflt.org.uk](mailto:eastr065@sflt.org.uk) or via the SEN department or [wgssend@sflt.org.uk](mailto:wgssend@sflt.org.uk) the main office [wgsoffice@sflt.org.uk](mailto:wgsoffice@sflt.org.uk). Additionally, our experienced Heads of Year are able to offer support and work closely with the SENCO, their contact details are below;

Year 7: Miss L Jackson [jackl324@sflt.org.uk](mailto:jackl324@sflt.org.uk)

Year 8: Miss E Woodger [ewoodger@sflt.org.uk](mailto:ewoodger@sflt.org.uk)

Year 9: Ms R Nolan [nolar054@sflt.org.uk](mailto:nolar054@sflt.org.uk)

Year 10: Ms M Noor [noorm395@sflt.org.uk](mailto:noorm395@sflt.org.uk)

Year 11: Mrs C Goe [murpc210@sflt.org.uk](mailto:murpc210@sflt.org.uk)

All of our teachers are responsible for the progress and wellbeing of your child within their specific subject area, please feel free to contact individual members of staff if you have any concerns.



## The Local Authority local offer

The Medway Local Offer is published on <https://www.medway.gov.uk/localoffer>

The website details all the services that are available to support children and young people, up to the age of 25 years with SEN within the Medway area, including;

- Health, such as doctors, nurses and therapists
- Medway's Education Services - support for children with special educational needs and disabilities (SEND)
- Medway's Social Care and support and Education - such as nurseries, pre-schools, primary schools, secondary schools, special schools plus local colleges and a variety of support services.

Additionally, it details all of the voluntary support groups, as well as leisure activities and short breaks.

## Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Status of the policy or process:	New policy or process		Existing policy or process		
	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

