

PYRFORD CHURCH OF ENGLAND PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

Approved	November 2024	
Reviewed		Annually
Next Review Date	November 2025	
Leader responsible for policy and practice		Gavin Dutton

With reference to the following:

- Equality Act 2010: Advice for schools DfE May 2014
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Children's and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents>
- Surrey Local Offer <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Pyrford C of E Primary School SEN Information Report <https://www.pyrford.surrey.sch.uk>
- Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Pyrford C of E Primary School Medical Conditions Policy <https://www.pyrford.surrey.sch.uk>
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf
- Pyrford C of E Primary School Child Protection & Safeguarding Policy
<https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Accessibility Plan <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Accessibility Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Behaviour Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Assessment Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Complaints Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Complaints Procedure <https://www.pyrford.surrey.sch.uk>
- Teacher's Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>

Mission Statement

In partnership with the parents, governors and the community, the staff of Pyrford Church of England Primary School seek to offer the children within their care:

- the opportunity to experience a broad and balanced curriculum through good quality teaching, thus enabling them to achieve their optimum academic standards.
- an environment in which they have equal opportunity to develop the necessary self-esteem to become confident members of the school community who contribute positively to school life and to society at large.

Inclusion

At Pyrford we are committed to the principle of inclusion. At our school every teacher is a teacher of every pupil, including those with SEND. Pyrford Primary School respects the unique contribution which every individual can make to the community. The needs of all children are met in an environment which both embraces the highest possible academic standards and accepts individual differences in ability, aptitude and level of skills. The governing body and staff therefore seek to ensure that all children receive their full entitlement to a broad and balanced curriculum, including extra-curricular activities. We will achieve this by setting suitable learning challenges, responding to diverse needs through identifying and minimising potential barriers to learning and participation.

Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

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

Special education provision means educational or training provision that is **additional to or different from** that made generally for others of the same age in a mainstream setting.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Key Roles and Responsibilities of the Inclusion Team

As Headteacher, Mr Dutton has overall responsibility for all vulnerable learners and children with additional needs, including pupil premium and those on the SEN register.

Special Educational Needs Co-ordinator (SENCO)

Mrs Gemma Newman has day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an Education, Health and Care Plan (EHCP).

She is also responsible for the strategic direction of SEN, ensuring that pupil achievement and progression is effective throughout the school.

Key responsibilities: Special Educational Co-ordinator (SENCO) / Deputy Designated Safeguarding Lead (DDSL)

Qualifications: QTS / National Award for SEN

Contact details: g.newman@pyrford.surrey.sch.uk

Assistant SENCO

Mrs Sarah Bourne assists the SENCO in leading and managing the provision of special educational needs learning support. The role includes supporting high quality learning, teaching and behaviour and ensuring high standards of achievement through continuous monitoring of provision and impact tracking.

Contact details: s.bourne@pyrford.surrey.sch.uk

Other responsibilities within the inclusion team include; monitoring provision for pupils who have English as an additional language (EAL), monitoring provision for other vulnerable groups, such as young carers, overseeing Pupil Premium allocation and supporting children who are looked after (LAC)

Home School Link Worker

Mrs Anne Leahy is our home school link worker and supports children and their families with a wide range of issues intending to improve engagement, attendance and overall wellbeing. She also works specifically with children who require additional support with their social, emotional and mental health.

Mrs Leahy is also a designated deputy safeguarding lead (DDSL).

Contact details: a.leahy@pyrford.surrey.sch.uk

SEN Governor

Chantelle Porter is our SEN governor and works closely with the inclusion team to ensure that SEN stays on the local governing body agenda. She provides a link between the local governing body, its committees and the staff with regard to Special Educational Needs.

Introduction

How was this policy put together?

This policy has been created in partnership with the, SENCO, Head teacher, ~~Head of School~~, senior leaders, teachers, teaching assistants, representative parents and children (School Council). This policy reflects the statutory guidance set out in the Special Education Needs and Disability Code of Practice 0-25 years (July 2014).

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- Our school website
- A hard copy on request at the school office.

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Aims

At Pyrford C of E Primary School all children, regardless of their particular needs, are provided with inclusive teaching which will enable them to:

- Make the best possible progress
- Feel that they are a valued member of the wider school community.
- Become confident individuals who can successfully transition to the next phase of their education

We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.

We will use our best endeavours to give children with SEND:

- The support they need
- Opportunities to engage with activities in school alongside their peers
- Ambitious educational and wider outcomes

Identification of Needs

The 4 broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Communication and Interaction

Communication and Interaction Needs refer to difficulties in understanding and using language, expressing thoughts, or interacting with others effectively. Pupils with these needs may have speech, language, and communication difficulties or neurotype differences such as Autism (also known as autism spectrum condition (ASC)), which can affect their ability to engage in learning and social situations. Our school is committed to providing tailored support, including speech and language interventions, structured routines, and social skills development, to ensure these pupils can access the curriculum and build meaningful relationships.

Cognition and Learning

Cognition and Learning Needs refer to difficulties in acquiring, processing, or retaining information, which can affect a pupil's ability to learn at the same pace as their peers. This may include specific learning difficulties (SpLD) such as dyslexia, dyspraxia, or dyscalculia, as well as moderate or severe learning difficulties that impact overall cognitive development. Our school provides targeted support, including differentiated teaching, specialist interventions, and access to additional resources, to ensure all pupils can progress and achieve their full potential.

Social, Emotional and Mental Health difficulties

Social, Emotional, and Mental Health (SEMH) Needs refer to differences in managing emotions, forming relationships, or coping with social situations, which can impact a pupil's well-being and ability to learn. Pupils with SEMH needs may experience anxiety and low self-esteem. They may communicate their feelings and needs through behaviour rather than words. Our school is committed to fostering a supportive and inclusive environment, offering tailored interventions groups and emotional regulation strategies to help pupils develop resilience, confidence, and positive social skills.

Sensory and/or Physical Needs

Sensory and/or Physical Needs refer to disabilities, medical conditions or sensory differences that affect a pupil's access to learning and school life. This may include visual or hearing impairments, physical disabilities, or sensory processing difficulties that impact mobility, coordination, or sensory regulation. Our school is committed to providing an inclusive environment with appropriate adaptations, assistive technology, and ongoing support to ensure all pupils can participate in school life, access the curriculum, and develop independence.

At Pyrford C of E Primary School, we are committed to understanding and supporting the unique needs of each pupil by considering the whole child, beyond their specific special educational needs. By taking a holistic approach, we ensure that every aspect of a child's development and well-being is taken into account. This comprehensive understanding allows us to implement tailored support and appropriate provisions to help each pupil thrive academically, socially, and emotionally.

How do we identify a child's needs?

At Pyrford C of E Primary we make regular assessments of all children. The school's assessment procedures provide information that is used to identify pupils with SEND. It also allows us to monitor progress and the value added for children with SEN. In addition, the inclusion team may assess using appropriate tests.

Pupil Progress Meetings are held on a termly basis between senior leaders and class teachers to discuss the progress of every child in the school.

Graduated Approach to SEN Support

Quality First Teaching

At Pyrford C of E Primary School, the class teacher holds responsibility for the progress and attainment of every child in their class. We are committed to delivering high-quality teaching that is carefully planned to meet the needs of learners, ensuring that every pupil, including those with SEND, makes expected or better progress. Our lesson planning reflects a personalised approach, ensuring that teaching is inclusive and responsive to individual needs.

To maintain the highest standards of education, members of the senior leadership team regularly and rigorously monitor the quality of teaching, with a particular focus on pupils who may be at risk of underachievement. We are dedicated to ongoing professional development, providing INSET and training opportunities that enhance teachers' knowledge of SEND, broaden their range of strategies for supporting vulnerable pupils, and strengthen their ability to identify and meet diverse learning needs effectively.

How do we decide what provision should be made for a child?

Pupils are identified through:

- Teacher observation
- SENCO observation
- Parental/carer concerns
- Formative assessment
- Provision outcomes
- Diagnostic assessments
- Internal moderation of progress and attainment

Where pupils have a higher level of need we work in partnership with external agencies and professionals, and their advice contributes to deciding what the most appropriate provision for the child is.

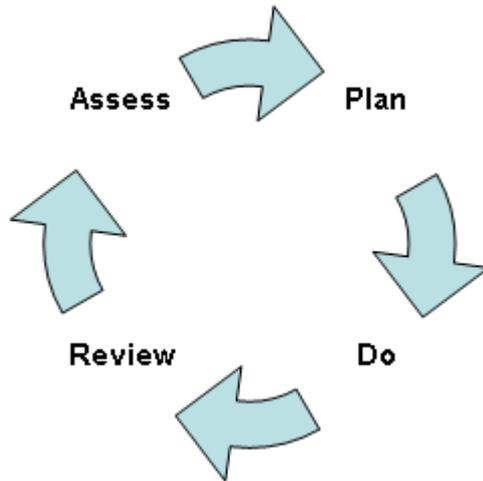
During this information gathering phase, the class teacher will speak with both the child and parents to:

- Understand their concerns
- Discuss the child's areas of strengths and difficulties
- Establish agreed outcomes
- Agree the next steps and a review date.

If it is decided that a child does have SEN this will be recorded on the school's SEN Register under the category of SEN support and the parents will be formally informed by the class teacher. Being placed on the SEN register, under the category of SEN Support, increases the level of tailored support that a child receives to enable them to make progress and have their needs met.

SEN Provision

All of our provision in school follows the Assess, Plan, Do, Review cycle.



Assess

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and against national expectations. Assessments draw on the views and experiences of the child and their parents/carers as well as, where appropriate, external agencies and professionals. Permission from parents/carers will always be sought before formally involving any external support services.

Plan

When SEN support is required, the teacher and SENCO will agree, in consultation with parent/carer and where appropriate the child, the adjustments, interventions and support which will be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a date for review.

Targets will be shared with the child using child friendly language. All staff working with the child will be made aware of the plan.

Do

The child's class teacher is responsible for working with the child on a daily basis. He/She will also liaise closely with any teaching assistants or specialist staff who provide support for the child and will monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review

The provision for a child with SEND will be reviewed termly by the class teacher, SENCO (although the SENCO may not attend the review meeting, progress will be discussed with the class teacher), parents/carers and the child. This will inform the planning of next steps for a further period, or where no longer required, the removal of the child from SEN support.

For children with an Education, Health and Care Plan (EHCP, the plan will be reviewed at least annually by the Local Authority.

How are parents, families, children and young people involved in this process?

At Pyrford C of E Primary School we believe that to successfully support a child with SEN, partnership between home and school is required. Therefore parents/carers will be involved in meeting with the class teacher (and in some cases the SENCO) on at least 3 occasions to review the progress made by the child and set new objectives or agree, where necessary, to remove the pupil from SEN Support. Where appropriate the child will be involved in the process.

SEN Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or teaching assistant
- Making or adapting materials and equipment
- A teacher or teaching assistant working with the child in a small group
- A member of staff observing the child in the class or at break times and keeping records
- Supporting the child to take part in class activities or games at break times
- Ensuring a child has understood by encouraging them to ask questions and to try something they find difficult
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of pupils on the SEN Register

All children on the SEN register will have a 'one-page profile' (1PP) which details their needs and the range of support systems in place. This will be reviewed and updated termly. In addition to this, children may have an Individual Support Record (ISR) which tracks progress in specific interventions or a Positive Behaviour Support Plan (PBSP) which tracks progress against specific behaviour targets.

These documents form part of the Surrey SEND Support Arrangements document. This document will contain other details regarding a child with SEND, including basic details. It is the responsibility of the class teacher (alongside the SENCO) to maintain and update this document.

The Surrey SEND Support Arrangements document is used as a working document which is stored electronically, although some sections such as the target sheet and the one-page profile will be printed to be used by the child and staff. The document can be accessed by all staff working with the child. Parents/Carers also have the right to view a child's Surrey SEND Support Arrangements document at any time upon request to the class teacher. The Surrey SEND Support Arrangements document aims to be a holistic picture of the child and it is important that the voice of the child and their family is represented in the plan.

All children have individual specific learning needs and have provision put in place to reflect this. All provision is recorded on the school's own provision management tool which enables the cost of provision to be calculated and the impact measured.

Securing and working with additional specialist services

Where the school feels that it is appropriate and where an external support service could provide assistance in supporting a child, a written referral will be made. This is always done with the permission of the parents/carers. If the support service feels that the child meets their criteria for support they will organise to see the child. This is either done via the SENCO to observe the child in school or they may write to parents/carers and ask them to bring the child to a clinic.

Monitoring of SEN

The quality of provision for pupils is regularly monitored and evaluated and this informs future development points. All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress.

Our monitoring includes:

- SENCO attendance at local SENCO network meetings to develop best practice
- Monitoring by SEN governor
- Termly review of SEN at Full Governing Body Meetings
- Termly Pupil Progress meetings
- Termly observations of provision by the SENCO and Inclusion Team
- Termly monitoring of interventions by the SENCO and Inclusion Team— progress measured and RAG rating of interventions
- Questionnaire and feedback from pupils
- Questionnaire and feedback from parents
- Questionnaire and feedback from staff
- OFSTED inspections
- Monitoring and review of SEN funding by Head Teacher, SENCO and School Business Manager

What if the needs of the child cannot be met using school resources?

If a child continues to make less than expected progress and their attainment is significantly below that of their peers, the school and parents can consider requesting an Education, Health and Care Needs Assessment (EHCNA). The local authority will expect to see that despite the school taking relevant and purposeful action to identify, assess and meet the SEND needs of the child, the child has not made expected progress. The local authority must take into account a wide range of evidence that demonstrates the actions taken by the school as part of SEN support.

When the school feels they have the required evidence to request an EHC assessment, the paperwork is submitted to the L-SPA (learning single point of access) team at the local authority. Once, processed, the paperwork is reviewed by a multi professional governance board and a "yes to assess" or "no to assess" decision is made.

If the LA agree to an EHCNA, they commission a STIPS team (specialist teachers for inclusive practice) to assess, make recommendations for support and draft an Education Health and Care Plan. This is done in consultation with school staff and parents.

Following this, the necessary resources will need to be drawn up and agreed by partnership resources forum. Decisions about education resource banding, personal budgets and type of placement are signed off here.

A statutory period of 15 days for final consultation and senior management sign-off is followed by next steps action planning and review.

Supporting parents

Support for parents, in addition to that provided by the SENCO and Inclusion Team, is available from Surrey SEND Information, Advice and Support Service (<http://www.sendadvicesurrey.org.uk>). Surrey's Local offer (<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>) also provides advice and information.

THE SEND Register

It is the responsibility of the SENCO to keep the SEND Register up to date. The register is reviewed termly although children may be added or removed by the SENCO as and when is required. No child will be added or removed from the register without the input of parents/carers.

Removing a child from the SEND Register

If it is felt that a child who had been identified as having SEND has met the expected outcomes on their Surrey SEND Support Arrangements document and is able to have their needs met without special educational provision then the class teacher and SENCO, in consultation with the child and their parents/carers, will remove the child from the SEND register.

When reviewing an EHCP the Local Authority may cease to maintain it if they determine that the child no longer needs the special educational provision outlined and that the outcomes have been achieved.

Supporting pupils at school with medical conditions

Pyrford C of E Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Please refer to our Supporting Children with Medical Conditions Policy for more information.

Some children with medical conditions may also have special education needs and may have an Education, Health and Care Plan.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Training and Development

Pyrford C of E Primary School ensures that staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. Training needs form part of the appraisal process for every member of staff.

Examples of training undertaken include:

- In-house training delivered by the SENCO / Inclusion Team
- Training from external support services such as specialist teachers, EP and Outreach teams
- Individual staff have developed specialist areas e.g. PECS Awareness, Early Bird, Dyslexia Awareness etc

- Induction led by the SENCO / Inclusion Team for new staff in school in relation to SEND policy and practice
- SENCO professional development including SENCO Network meetings, courses and conferences
- SENCO membership of NASEN

Storing and Managing Information

Every child who has SEND will have their records securely managed within the school's data management system, which ensures confidentiality is maintained whilst ensuring access and lawful and appropriate sharing of information for those authorised to see it.

All paper SEN records are stored securely in the SENCO's office and all electronic SEN records are password protected to ensure only those authorised can view them.

A parent/carer has the right to see their child's SEN records at any point during their child's time at school. When a child leaves the school, their SEN records will be sent securely to their next setting.

Comments, Compliments and Complaints

Parents /carers of children with SEND should refer to the school's Complaints Policy & Procedure to make a complaint.

General feedback is welcome at any time. Please speak to the class teacher or a member of the school's office team in the first instance.

Reviewing the SEND Policy

In line with all school policies the SEN policy will be kept under regular annual review.

Appendix 1 Glossary of SEND Terminology

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit Hyperactivity Disorder.
Annual Review	The statutory review of a child's EHCP or Statement. Parents/carers, the child, the school, the LEA and all professions have the opportunity to be involved in this meeting.
AOT	Autism Outreach Team.
ASC	Autistic Spectrum Condition. Pupils who may find it difficult to understand and use non-verbal and verbal communication.
BDA	The British Dyslexia Association.
BS	Behaviour Support – Specialist Teaching Service.
CAMHS	Child & Adolescent Mental Health Service.
CF	Cystic Fibrosis.
CLAPA	Cleft Lip and Palate association.
DCD	Development Co-ordination Difficulty. Previously known as Dyspraxia.
Disadvantaged Children	Children eligible for free school meals.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL	English as an additional language.
EHA	Early Help Assessment .
EHCP	Education, Health and Care Plan. Legal document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.
EHCNA	Education, Health and Care Needs assessment. A Multi-disciplinary assessment by the LA of a child's educational need.
EP	Educational Psychologist.
GDD	Global Developmental Delay.
HI	Hearing Impairment.
HLTA	Higher Level Teaching Assistant.
Inclusion	Providing a flexible curriculum and increased capacity to meet needs of all pupils.
Integration	Where a child fits into existing school provision and curriculum.
IO	Inclusion Officer
LAC	Looked After Child. A child who is in the care system.
LEA	Local Education Authority.
MD	Muscular Dystrophy.
MLD	Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational therapy.
PP	Pupil Premium.
PMLD	Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties.
PSSS	Physical and Sensory Support Service.
RA	Restorative Approaches.
SALT	Speech and Language Therapy.

SIP	School Improvement Plan.
SEMH	Social, emotional and mental health difficulties
SEN Code of Practice 2014	Statutory guidance to LEAS and all maintained schools and academies.
SEND	Special Education Needs and Disabilities
SEN Support	The support given to a child who has been identified as having SEN, and been added to the register, to ensure that they are able to have their needs met, but who does not have an Education, Health and Care Plan or Statement.
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia.

Appendix 2 Outside Agencies:

The SENCO liaises with the support services as required, for assessment, to discuss, monitor or review a child's progress or for advice in a specific area.

Services include:

Behaviour Support (STIP – Specialist Team for Inclusive Practice)
Educational Psychology (STIP)
Educational Welfare
Access to Education Medical (AET)
Learning and Language Support (STIP)
Occupational Therapy
Partnership with Parents
Physiotherapy
Portage
Outreach
School Medical Service
Physical and Sensory Support – Visual Impairment / Hearing Impairment (STIP)
Speech and Language Therapy
Audiology
Home School Link Worker
Paediatrics

Links with other Schools

Good liaison has been established with pre-school and secondary education settings to ensure ease of transition for those with special educational needs, as well as links with local special school staff for CPD.

Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, practical activities, trips and residential experiences can make towards pupils personal and social education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

Charging Policy

Any charges made by the school must meet the requirements of the Education Reform Act 1996. The Governors endorse the guiding principles contained in the Act, in particular that no child should have his/her access to the curriculum limited by charges.

Charges

Charges will not be made for any activities which form part of the National Curriculum requirements. No charge can be made for education during school hours.

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school.

Activities outside school hours

The full cost to each pupil of any activities deemed to be optional extras taking place outside school hours. This includes residential visits; a charge will be made for the cost of board, lodging and travel costs (subject to statutory exceptions) but the cost will not exceed the actual cost of provision.

Individual/Group Instrumental Tuition

For the provision of individual/group instrumental tuition, the charge will not exceed the cost. Children in Care who wish to have instrumental tuition are entitled to free tuition.

Charging in Kind

The cost of materials, ingredients (or provision of them by parents) for practical subjects if the parents have indicated in advance that they wish to own the finished product.

Voluntary Contributions

The Governing Body may ask parents for a voluntary contribution towards the cost of any activity that takes place during school hours. Parents are under no obligation to make any contribution and pupils of parents who are unable or unwilling to contribute will not be discriminated against. The contributions will not exceed the actual cost. In the event of insufficient voluntary contributions being made, the activity may have to be cancelled and refunds will be given.

Breakages

In cases of wilful or malicious damage to equipment or breakages, or loss of school books or equipment on loan to pupils the Headteacher in consultation with the Chair of the Governing Body may decide to make a charge. Each incident will be dealt with on its own merit and at their discretion.

General

The Governing Body may, from time to time amend the categories for which a charge may be made.

The Governing Body reserve the right to review the Charging and Remissions Policy as necessary.

Remissions Policy

Where the parents of a pupil are in receipt of state benefits which would entitle their child to receive free school meals, the Governing Body will remit in full the cost of board and lodging for any residential activity (classed as an optional extra taking place outside school hours).

In other circumstances the Governing Body will invite parents to apply in confidence to the Headteacher for the remission of charges in part or full.

The Headteacher in consultation with the Chair of Governors will make authorisation of remission.