



HEART
EDUCATION TRUST

The EYFS and Key Stage One Inclusion Unit Policy (Moonstone and Rocket) October 2023

Last Reviewed: 8 October 2023

Next Review Due: 8 October 2024

Adopted by: The CEO on 8 October 2023



Heartsease
Primary Academy



Lingwood
Primary Academy



Henderson Green
Primary Academy



Valley
Primary Academy

The HEART Education Trust Documents Review Record:

Version:	Date Amended:	Amended By:
1	16/02/2021	Head of Quality Assurance for Inclusion
1.1	16/03/2021	Head of Quality Assurance for Inclusion
1.2	09/07/2021	Head of Quality Assurance for Inclusion
1.3	17/07/2022	Head of Quality Assurance For Inclusion
1.4	21/09/2022	Head of Quality Assurance for Inclusion
1.5	08/10/2023	Head of Quality Assurance for Inclusion

The HEART Education Trust, a charitable company limited by guarantee registered in England and Wales with company number 08286818. Registered office address: Heartsease Primary Academy, Rider Haggard Road, Norwich, Norfolk NR7 9UE

Contents

- 1. Ethos**
- 2. Aims**
- 3. Admissions**
- 4. Staffing**
- 5. Curriculum**
- 6. Interventions and Therapies**
- 7. SEND/External Professionals**
- 8. Assessments**
- 9. Reporting**
- 10. Behaviour**
- 11. Medical and First Aid**
- 12. Attendance and Absence**
- 13. Free School Meals**
- 14. Transport**
- 15. Safeguarding**
- 16. Closure of Units**
- 17. Review and Termination of Place**
- 18. Appendix – Parental Agreement**

1. Ethos

- 1.1 The HEART Education Trust's (**the "Trust"**) aspiration is to develop an outstanding/excellent special educational needs provision, underpinned by our vision that every pupil in our schools will leave 'having identified and developed their knowledge, a range of skills and talents and a sense of their own uniqueness', therefore enabling every child and young person to achieve the best possible outcomes.
- 1.2 The Trust has the vision of high aspirations achieved through education and this is a vision that is shared within our EYFS and Key Stage One Inclusion Units, where pupils will be encouraged to have high aspirations and to "reach for the stars". The focus will not be on pupils' limitations, but to provide them with the skills and strategies to meet aspirational targets.
- 1.2 Our belief is that for particular EYFS and Key Stage One children with complex and multiple special educational needs, that this will be best achieved in a specialist resource base within our mainstream schools.
- 1.3 The aim of the Trust is to provide specialist EYFS and Key Stage One Inclusion Bases. Our hope is that this will make sense to children, young people and their families and address their needs earlier. Pupils will learn in a place where they are able to achieve their full potential in a learning environment where they feel safe, happy, accepted and included.
- 1.4 We are committed to our role in promoting inclusion, and strongly believe in the power of early intervention with the cooperation and partnership of all those, who share our commitment and endeavours to improving the life chances of children and young people affected by special educational needs.

2. Aims

2.1 Within these specialist units we aim to:

- 2.1.1 offer a broad and balanced curriculum which is personalised to give those pupils that attend affected by complex and multiple special educational needs unprecedented opportunities to learn, so they can surpass all previous expectations for attainment and achievement;
- 2.1.2 develop an ASC-friendly environment designed to provide a calm and stable context where constructive challenges can be introduced in a planned and managed way;
- 2.1.3 be proactive in developing, using and promoting consistent ASC-specific approaches, with a focus on social interaction and communication, and the reduction of anxiety and unnecessary stress;
- 2.1.4 create centre for cooperation and collaboration, delivering seamless and personalised services that enhance the lives of children with complex and multiple special educational needs;
- 2.1.5 promote health, well-being, happiness, enjoyment, and independence in a stimulating, yet safe, secure and caring environment;

- 2.1.6 create a culture of achievement, by stimulating a desire to learn, raising aspirations, opening up a wide range of opportunities for our pupils;
- 2.1.7 provide a base from which pupils can access selected mainstream experiences in primary school, as appropriate;
- 2.1.8 invest in the long-term quality of life of our children, by preparing them for an independent and purposeful role in society as adults, through explicit teaching of life skills and socially acceptable behaviour and by fostering confidence, self-esteem and a realistic understanding of themselves as people affected by complex and multiple special educational needs;
- 2.1.9 value and respect individuals, recognising their strengths, encouraging them to develop their interests and abilities, and helping them show positive attitudes towards others;
- 2.1.10 prepare our children and young people for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning;
- 2.1.11 To enable children and young people to be the very best they can, encouraging high aspirations and not putting limits on their ability to achieve

3. Admissions

3.1 Admissions Criteria

- 3.1.1 Each EYFS and Key Stage One Inclusion unit will have a maximum of 16 places that will be allocated by the Trust in accordance with the following criteria:
 - 3.1.1.1 A diagnosis of complex or multiple special educational needs, to include a combination of one or more of the following:
 - Autism
 - Global Developmental Delay
 - Generalised Learning Disorder
 - Physical Disability
 - Hearing Disability
 - Visual Disability
 - Social Communication Disorder
 - Sensory Processing/Integration Disorder
 - Speech, Language and Communication Disorder
 - 3.1.1.2 professional recognition that their SEND needs are a significant barrier/inhibitor to their accessing the curriculum, or the recommendation that they require a specialist environment

- 3.1.1.3 The expectation that the child will have, or be in the process of applying for, an Education, Health and Care Plan (“EHCP”) and it is anticipated that they will require specialist complex needs or alternative provision for their secondary education.
- 3.1.1.4 The ability to progress academically relative to their level and needs given appropriate specific support and strategies.
- 3.1.1.5 Working at pre-key stage levels and the expectation, even with intensive support, for them still to be at least two years behind by the end of Key Stage 1 due to their underlying cognitive abilities
- 3.1.1.6 No significant behavioural or social, emotional and mental health (SEMH) difficulties
- 3.1.2 Where there are behavioural or SEMH difficulties, generally a place will only be offered in the units where there is also another diagnosis in accordance with 3.1.1.1. Behaviour and SEMH are not entry criteria in isolation of other needs.
- 3.1.3 Where there are behavioural or SEMH difficulties these should only be recognised and associated with the pupil’s inability to cope successfully in a mainstream classroom, and if these continue within the EYFS and Key Stage One Inclusion provision, the place will be re-evaluated as to whether it is appropriate.
- 3.1.4 The majority of pupils placed in the provisions will typically present with the following:
 - 3.1.4.1 High levels of social isolation due to their degree of social impairment and/or limited understanding of social signals, for example facial expressions and emotions, and rules such as two-way conversations
 - 3.1.4.2 High level learning difficulties that mean even with a high level of differentiation and teacher support within a mainstream classroom that the pupil will be working significantly below age related expectations (at a minimum two years)
 - 3.1.4.3 Severe levels of anxiety caused by changes in routine requiring adult intervention
 - 3.1.4.4 Repetitive behaviours which impact on learning
 - 3.1.4.5 The need for autism specific strategies, such as additional structure, or distraction free work spaces to enable access to the curriculum
 - 3.1.4.6 Severe sensory difficulties impeding learning and socialisation and/or fine and gross motor difficulties, which are exacerbated in a busy classroom environment
 - 3.1.4.7 Difficulty in accessing a successful education within a mainstream environment
 - 3.1.4.8 Severe difficulties with the understanding and use of language in addition to higher level language difficulties that are subtle and pervasive and result in misunderstandings requiring specific programmes of work. The pupil may be non-verbal and use alternative methods of

communication. This would also include pupils with identified speech and language disorders such as Developmental Language Disorders.

3.2 Admissions Procedure

3.2.1 Any spaces in the provisions will be reviewed termly. It is likely that need for places will be greater than there are spaces available. The process for being considered for a place is:

- Pupil raised by SENCO or headteacher of home school
- Referral form completed by the home school
- Evidence provided that pupil meets the criteria for the unit
- Parental agreement must be gained by the home school and the referral signed by the parent
- Referred pupils will be considered by a panel consisting of the Head of Quality Assurance for Inclusion, the Trust SENCO, the specialist unit Lead Teacher and the Headteacher of the academy where the unit is based.

3.2.2 Each pupil will be considered in the context of:

- Their special educational needs
- Professional recommendations
- Suitability
- The existing cohort

3.2.3 In the event of there being more referrals than there are available spaces a waiting list will be maintained and the following admissions priority will be implemented once a place becomes available:

- Pupils who have an EHCP
- Pupils for whom an EHCP has been applied for
- Pupils who are being considered for an EHCP application
- Pupils that are not managing in the mainstream classroom and require an assessment placement

3.2.4 Once all the places have been allocated and filled, no further pupils can be considered or placed in the units until a place becomes available. Each time a place becomes available the above admissions priority will be applied to the waiting list.

4. Staffing

4.1 Due to the special educational needs profile of the pupils in units the ratio of adults to pupils will be significantly higher than in a mainstream classroom. It is considered, however, that pupils will require lower levels of support in this specialist environment than in mainstream.

4.2 A minimum ratio of 1:4 will be maintained, as follows:

- At least 0.6 teacher with SEND experience

- 1 full-time Higher Level Teaching Assistant (with a Level 3 SEND qualification/diploma or Thrive Practitioner status)¹
- 2 full-time Teaching Assistants
- 0.4 Teaching Assistant²

4.3 Where the Trust considers that a pupil requires a higher level of support than as set out in 4.2, or where the pupil's EHCP sets out a higher level of support, a place in the EYFS and Key Stage One Inclusion Units may be inappropriate.

4.4 Where sufficient additional SEND funding has been received from Norfolk County Council, it may be decided that additional staffing may be provided if appropriate to meet a child's individual needs and to provide 1:1 support.

5. Curriculum

5.1 General Curriculum

5.1.1 Pupils will be provided with a broad and balanced curriculum, with a tailored approach to academic learning, life skills and Personal, Social, Health and Citizenship Education. The curriculum will follow a stage not age approach and pupils will follow a personalised pathway.

5.1.2 The pupils will follow an Early Years Curriculum and progress to the Norfolk Assessment Pathway (NAP) where appropriate, which provides an appropriately differentiated curriculum linked to the National Curriculum. It also provides an assessment method for evidencing small steps of progress for those pupils working at pre-key stage or below levels. The Norfolk Assessment Pathway was devised by the Norfolk Complex Needs Schools and thus offers continuity for when pupils leave the Trust to attend a complex needs provision.

5.1.3 The timetable will be topic based, with a focus on Literacy and Numeracy in the mornings and the broader curriculum in the afternoons, including PE, swimming, art and creative and science.

5.1.4 Pupils will also receive PRSHE teaching at a level that is appropriate to their understanding and this will form part of a wider curriculum, which will focus on wider life skills, keeping themselves safe, both in school and the wider community, and preparing for transition to secondary school.

5.1.5 Pupils in the Inclusion units will join in wider school activities wherever possible, including for assemblies, sporting events, social events, lunch time, etc.

5.2 Bespoke Curriculum

5.2.1 Whilst the Trust strives to ensure that every pupil gets the opportunity to access the National Curriculum this is at a stage appropriate level and pupils have the opportunity to develop at a

¹ Unless a full time 1 FTE teacher is in place instead of a 0.6 FTE teacher, in which case this HLTA will be replaced with a third Teaching Assistant

² Unless a full time 1 FTE teacher is in place instead of a 0.6 FTE teacher, in which case this 0.4 FTE Teaching Assistant will not be required

pace appropriate to their needs. Each pupil will have a bespoke curriculum and assessment package appropriate to their needs. This will include work on EHCP targets and, Core Curriculum Areas (Topic Areas, Physical Development and PSHE.)

6. Interventions and Therapies

6.1 As part of their bespoke curriculum pupils will access a range of interventions and therapies specific to their needs, based on recommendations from external professionals and their EHCPs.

6.2 These may include:

6.2.1 Speech, Language & Communication

- 1:1 speech therapy based on individual targets
- Small group speech and language interventions, which may include:
 - Early Years or KS1 Talk Boost
 - DLD therapy
 - Speechlink
 - Infant Language Link
 - Wwlcomm
 - PEX

6.2.2 Social communication interventions which may include:

- Talkabout
- Time to Talk
- Attention Autism
- Lego Therapy

6.2.3 Learning & Cognition interventions which may include:

- Rapid Reading
- Rapid Phonics
- Phonics Readers
- Numicon Intervention
- First Class @ Number
- Working Memory Intervention

6.2.4 SEMH

- Social, Emotional & Mental Health support
- Thrive
- Mindfulness for children
- Yoga
- Academic Resilience
- Forest School/Bushcraft
- Transition interventions (My New School)

6.2.5 Physical and Sensory

- Fine & Gross Motor skills interventions
- Physical therapy
- Sensory Processing & Integrations interventions, including:
 - Sensory diet
 - Sensory circuits
 - 1:1 intervention

6.3 A range of additional supports may be provided, which may include:

- Visual interventions
- Access Through Technology
- Coloured overlays
- Wobble cushions
- Workstations
- Pen grips/ergonomic pens and pencils
- Writing slopes

7. SEND/external professionals

- 7.1 External professionals will contribute to provision within the units, including educational psychologists, speech therapists, occupational therapists and physiotherapists.
- 7.2 External Professionals, Educational Psychologists and S2S will be used regularly for external verification of the standard of the provision within the units, as well as acting in an advisory capacity to ensure ongoing development and quality of the provision.

8. Assessment

8.1. Formative Assessment

- 8.1.1 Assessment will take a range of forms, reflecting the individual pupil's special educational needs and the levels that they are functioning and working at. As the majority of pupils will be working at pre-key stage levels, formative assessment will be taken against the EYFS framework and Birth to Five Matters or the NAPS for those that have reached this level, which allows small steps of progress to be recorded. Any pupils working below this should be assessed against the Aspects of Engagement framework, which replaced P Scales.
- 8.1.2 Pupils will undertake a range of assessments to measure progress and inform next steps, including:
- Phonics tracker half-termly – to measure progress and set individual phonics targets
 - Specific Intervention Assessments

8.2 Summative Assessments

- 8.2.1 Those pupils able to access a NTS test will do so, but the paper set will be at their cognitive age, rather than their chronological age. Consequently, there will be no standardized score for these papers, but progress can be measured through the Hodder scale. Pupils will need to

be considered on an individual basis as to whether this testing is appropriate and the Inclusion Team should be consulted regarding this. It is the expectation that Year 2 pupils will undertake assessments to inform next steps for Key Stage 2.

8.3 Specialist Assessments

8.3.1 For those pupils with specific needs such as Autism, SEMH and speech and language difficulties, a range of specialist assessment tools will be completed, which will measure more qualitative aspects. These tools may include:

- Speech & Language Link
- AET Framework (Autism)
- Boxall
- Thrive

8.3.2 It may not always be possible to show academic progress for pupils, therefore the Trust needs to show the areas that they are making progress in. For some pupils this can be interacting with others, working independently, using self-regulation strategies and this progress should be evidenced and recorded through the pupil's APDR.

8.3.3 Pupil Progress Meetings should take place half-termly in line with the Trust schedule, with the Headteacher and either the Trust SENCO or the Head of Quality Assurance for Inclusion.

8.4 Bromcom

8.4.1 Bromcom will be used to record all aspects of provision for the pupils. All provisions and ongoing assessment will be recorded on here, alongside the pupil support plans and individualised provision maps.

9. Reporting

9.1 The EYFS and Key Stage One Inclusion Units will follow the same reporting procedures as the rest of the schools in the Trust.

9.2 The Inclusion Units' Teachers will have half-termly meetings with the Headteachers of the pupils' home schools to discuss their pupils' progress and any concerns.

9.3 Reports will be written as required for any external agencies regarding these pupils.

9.4 The Inclusion Unit Teachers will contribute to applications for EHCPs and the Annual EHCP Review for all pupils in the units.

10. Behaviour

10.1 General Policy

10.1.1 The HEART Education Trust Behaviour Policy applies to all pupils within the EYFS and Key Stage One Inclusion Units, although this should be adapted to recognize the special educational needs and requirements of the pupils (*See Behaviour Policy*)

10.1.2 The Inclusion Units will operate a traffic light system and pupils will be given Time Outs and sanctions in accordance with the Behaviour Policy.

10.1.3 Whilst the Trust recognises that some behaviours may result from pupils' special educational needs and disabilities, it is important that their actions have a consequence in order to prepare

The HEART Education Trust

them for adulthood and entry into wider society. Consequences will, where possible, be aimed at supporting the pupil's understanding of what they have done wrong and providing them with the appropriate skills and strategies to learn how to avoid these situations in the future. Consequences may include:

- restorative justice approaches
- Social stories
- Comic strips
- Reflection time with an adult
- Thrive work
- Social communication activities

10.1.4 Violence towards adults or peers will not be tolerated, neither will bullying. The Trust's Behaviour, Exclusions and Anti-bullying Policies will be applied accordingly.

10.1.5 The majority of Time Outs and sanctions will be dealt with by the staff in the units, and there is a designated Time Out space. However, depending on the situation, it may be appropriate to escalate to the school Pastoral Assistant or senior leadership team, and in serious, or persistent circumstances to the Headteacher of the pupil's home school who will decide whether the Exclusions Policy will need to be implemented.

10.1.6 All behavioural incidents need to be recorded on Bromcom as soon as possible. Parents need to be informed of any incidents.

10.2 Positive Behaviour Plans

10.2.1 All pupils in The Inclusion Units must have Risk Assessments and Positive Behaviour Plans. These should be written by the Inclusion Unit Teacher, with support from the Inclusion Team if required using the template on Bromcom. All staff working with these pupils must be aware and follow these plans. These must be reviewed/updated at least termly, or after any incident.

10.2.2 All staff must have received Norfolk STEPS training and there must be a minimum of two members of staff trained in STEP Up positive handling procedures..

11. Medical & First Aid

11.1 Medical Needs

11.1.1 Due to the special educational needs of the pupils in the Inclusion Units, there is a likelihood that pupils will have additional medical needs which staff need to be aware of. This information is collected through the registration form that parents complete.

11.1.2 This will include information regarding allergies, asthma and medication required.

11.1.3 The Inclusion Units follow the Trust's policies (*Supporting children with Medical Needs Policy, Medicines Policy, Supporting Children with Additional Health Needs Policy, Asthma Policy, etc.*)

11.1.4 Individual Health Care Plans will be completed and stored on Bromcom, where appropriate, and where staff need particular training, such as training from the School Nursing Team, Occupational Therapists, Physiotherapists etc. this will be arranged by the Inclusion Team.

11.1.5 Medical information should be stored on the pupil's confidential file section of Bromcom.

The HEART Education Trust

11.2 First Aid

- 11.2.1 As many of the pupils attending the Inclusion Units have ASD and sensory issues that may make it difficult to interact with unknown people or cope with hurting themselves, it is essential that the staff in the units provide the initial care. Sufficient staff in the Inclusion Units should be paediatric First Aid trained. Minor first aid incidents should be dealt with by the staff in the Inclusion Unit and recorded and parents notified following the procedures listed in the Trust's Policies. A fully equipped first aid box should be kept in each unit and checked as per policy.

11.3 Medicines

- 11.3.1 Medicines should be stored in a locked cabinet within the Inclusion Unit and administered by staff according to the Trust's Medicines Policy.
- 11.3.2 If additional training is required, such as Epipen training, diabetes, epilepsy etc the Inclusion Team should be notified to organise this for all staff in the unit.

11.4 Intimate Care

- 11.4.1 Pupils in the Inclusion Units are more likely due to their needs to experience a range of toileting and intimate care issues. The Trust's Intimate Care Policy should be followed at all times. Any pupils requiring intimate care support should have an Intimate Care Plan, to be stored on Bromcom, which should be agreed with parents and the Inclusion Team and be reviewed regularly.
- 11.4.2 Pupils are encouraged to be as independent as possible in their self-care and staff will support them to develop these important self-care skills. Where required parents will provide pull ups, cleaning wipes and a change of clothes to be kept on the pupil's peg in school.

12. Attendance & Absence

- 12.1 Parents of pupils in the EYFS and Key Stage One Inclusion Units should phone the school office of the Inclusion Unit in the first instance to inform of their child's absence. This absence will be shared with the Pastoral Assistant and a member of the unit staff.
- 12.2 First day calling should be undertaken by the Pastoral Assistant at the Academy and any absence information placed on both the Inclusion Unit Bromcom, and the pupil's home school Bromcom attendance.
- 12.3 Pupils attending the Inclusion Units should be recorded using the code D (Dual roll) on their home school's Bromcom.
- 12.4 In the event of persistent absence and fast track procedures, etc. this will be managed by the home school in reference to the Trust's Attendance Policy.
- 12.5 In the event of the Inclusion Units closing due to extreme weather, or other unforeseen circumstances pupils will revert to online learning at home. Parents will be notified of any closures as soon as possible.

13. Free School Meals

- 13.1 If pupils are entitled to Free School Meals these should be provided by the Academy and the cost of these claimed back from the home school.

14. Transport

41.1 General transport arrangements

- 14.1.1 Parents have the choice whether to provide their own transport to the Inclusion Unit, or to use the minibus service provided by the Trust. This must be agreed prior to the pupil joining the unit and will be dependent on spaces on the minibus. The Trust cannot guarantee that there will be sufficient spaces for all pupils
- 14.1.2 Once a pupil place on the minibus is agreed, unless there are exceptional circumstances it is the expectation that the pupil will travel daily on the bus. Where the place is not used by the pupil it will be reviewed by the Trust and may be allocated to another pupil.
- 14.1.3 In exceptional circumstances, due to a pupil's needs or lack of sufficient places on the minibus, it may not be possible to offer a minibus place.
- 14.1.4 If a pupil cannot travel on the minibus in accordance with 14.1.3, it will be the parent's responsibility to arrange transport to and from the unit daily in order to maintain the place.
- 14.1.5 If a pupil travels to the Inclusion Units by taxi and the Trust considers that this transport arrangement is unsafe or not appropriate, it will be the parent's responsibility to transport the pupil to and from the Inclusion Units daily;
- 14.1.6 If a pupil misses their allocated transport, either minibus or taxi, then it will be the parent's responsibility to transport the pupil to and from the Inclusion Units on that day.
- 14.1.7 The Trust may consider a pupil's ability to travel to the Inclusion Units and transport arrangements for the pupil, including whether they regularly miss their transport and fail to attend, as part of the admission procedure at 3.2.2 and the review procedure at 16.1.1.
- 14.1.8 In times of inclement weather, such as snow or extreme heat, a risk-based decision will be made by the Headteacher of the Academy in consultation with the Executive Board of the Trust as to whether the minibus will run.

14.2 Minibus Procedures

14.2.1 The minibus has a minimum of two members of staff:

- A trained driver
- A chaperone that is appropriately trained to meet the needs of the pupils on the bus and who has Paediatric First Aid training

14.2.2 Staff will be provided with:

- A register of pupils expected on the bus
- Information regarding any medical needs pupils may have
- Any necessary additional training for medical needs
- Information regarding risk assessments of pupils' needs, especially anything pertaining to how they may present on the bus
- Positive Behaviour Plans for pupils to enable them to meet their needs/de-escalate, etc. on the bus
- Access to pupils' emergency contact details

- A mobile phone for making emergency calls and contacting parents/home schools, etc. if necessary

15. Safeguarding

- 15.1 The Trust Safeguarding Policy procedures will apply in the Inclusion Units. Staff should log any safeguarding concerns on Bromcom and the home school Designated Safeguarding Lead will take any further steps.
- 15.2 The Units will complete any wishes and feelings required and complete any reports required for Children's Services.

16. Unit Closures

- 16.1 In times of inclement weather, such as snow or extreme heat, or for other unforeseeable short term reasons, a risk-based decision will be made by the Headteacher of the Academy in consultation with the Executive Board of the Trust as to whether the unit will stay open. In the event of closure, pupils will switch to remote learning.

17. Review and Termination of Place

17.1 Review

- 17.1.1 The Trust reserves the right to review the pupil's place in the EYFS and Key Stage One Inclusion Units at any time and all circumstances surrounding the place will be taken into account as part of the review.
- 17.1.2 Places will, in particular, be reviewed against the criteria set out in 3.2.2 and 14.1.4.
- 17.1.3 At the transition point of Year 2, pupils in the EYFS and Key Stage One Unit will be reviewed and considered for a place in the Key Stage 2 Units. There is no right to an immediate transition and the decision will be based on what meets the pupil's needs best.

17.2 Termination

- 17.2.1 Where it is determined following review in accordance with 16.1.1 that a place in the EYFS and Key Stage One Inclusion Units is no longer appropriate the Trust will notify the parent accordingly and the pupil will resume their place at their home school.

Appendix – Parental Agreement

Your child's place at the EYFS and Key Stage One Inclusion Unit (Moonstone or Rocket) will be subject to your confirmation that you have read the EYFS and Key Stage One Inclusion Unit Policy and agree that the place will be run subject to this Policy.

The Trust reserves the right to review your child's place in EYFS and Key Stage One Inclusion Unit (Moonstone or Rocket) in accordance with this Policy and your child will retain their place at the local mainstream school within the Trust to which they have been admitted in accordance with the Admissions Code or with their Education, Health and Care Plan during their time in Moonstone or Rocket.

Signed

Parent

Dated

Signed

Parent

Dated