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| **Special Educational Needs** |

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| **Date** | **Review Date** | **Special Needs Co-ordinator** | **Nominated Governor** |
| **September 2025** | **September 2026** | **Mrs Linda Burrows** | **Mr C Halliwell** |

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that… 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

* have a significantly greater difficulty in learning than the majority of children of the same age: or
* have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
* are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We provide targeted support for pupils with social, emotional, and mental health needs through bespoke intervention programmes, pastoral support, and collaboration with Child and Adolescent Mental Health Services (CAMHS) and other agencies.

We are committed to providing high-quality, differentiated, and personalised teaching that meets the diverse needs of all pupils. We set high ambitions, establish challenging targets, and carefully monitor the progress of every pupil to ensure they achieve their full potential.

We will provide ongoing, targeted training for teachers and teaching assistants (TAs) to equip them effectively to meet the diverse and complex needs of pupils with SEND. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

* communication and interaction
* cognition and learning
* social, emotional and mental health difficulties
* sensory and/or physical needs

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference.

We recognise the SEND Code of Practice is clear that SEND is everybody’s responsibility that is headteachers, teachers, governors and other stake holders.

We ensure that every teacher is a teacher of SEND and should not rely on the SENCO or a teaching assistant to be responsible for pupils with SEND. Teachers are responsible for the progress and attainment of every pupil in their class.

The SENCO coordinates SEND provision and provides specialist advice and guidance, while the SEND governor ensures SEND remains a key strategic priority for the Governing Body.

We support the aims of the Children and Families Act 2014 to ensure that services consistently place learners with SEND and their families at the centre of the decision-making process.

We actively involve pupils with SEND, in an age-appropriate way, along with their parents/carers, in all decisions about the support and provision made to meet their needs.

We believe for SEND provision to be effective it is important that we ensure the responsibility for SEND is shared equally among the SENCO, headteacher, senior leaders, teachers, parents/carers and governors.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims and Objectives**

We aim:

* To have due regard to the Special Educational Needs and Disability Code of Practice.
* To identify pupils with special educational needs and disabilities as early as possible and that their needs are met. Early identification of SEND begins in the nursery and EYFS through close observation, baseline assessments, and partnership with parents and external professionals. Early intervention strategies are implemented promptly to support developmental progress
* To have in place systems whereby teachers are aware of such pupils.
* To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
* To have high ambitions and expectations for pupils with special educational needs and disabilities.
* To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
* To ensure all pupils make effective progress and realise their full potential.
* To ensure all pupils take a full and active part in school life.
* To create and maintain a school environment of positivity where all children are taught to embrace and value difference.
* To ensure compliance with all relevant legislation connected to this policy.
* To work with other schools and the local authority to share good practice in order to improve this policy.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The SEND governor actively engages with pupils, parents, and staff to monitor the impact of SEND provision, challenge practice constructively, and contribute to strategic planning.

The Governing Body has:

* appointed a member of staff to be the Special Needs Co-ordinator;
* responsibility for ensuring the Special Needs Co-ordinator will hold a 'National Award in Special Educational Needs Co-ordination';
* responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENCO;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
* to ensure that provision of special educational needs is of a high standard;
* responsibility for ensuring pupils with SEND have access to all activities;
* responsibility for ensuring pupils with SEND have access to all school facilities;
* due regard to comply with the SEN Code of Practice when undertaking its responsibilities;
* responsibility for having in place an admissions policy;
* responsibility for regularly reviewing funding for resources;
* responsibility for ensuring that the school complies with all equalities legislation;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* make effective use of relevant research and information to improve this policy;
* nominated a link governor to:
* visit the school regularly;
* work closely with the Headteacher and the SENCO;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* annually report to the Governing Body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* ensure all school personnel, pupils and parents are aware of and comply with this policy;
* ensure that the daily management of SEND provision is effective;
* ensure the responsibility for SEND is shared equally among the SENCO, headteacher, senior leaders, teachers, parents/carers and governors;
* ensure that every teacher is a teacher of SEND and do not rely on the SENCO or a teaching assistant to be responsible for pupils with SEND;
* ensure that teachers are responsible for the progress and attainment of every pupil in their class;
* work closely with the SENCO,the link governor and the teaching and support staff;
* ensure the SENCO coordinates provision and is a source of more specialist advice and guidance;
* ensure the SENCO has an appropriate allocation of time to undertake their role;
* regularly review the workload of the SENCO in order to free up more time for the SENCO to concentrate on the most important aspects of their role;
* keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
* ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
* have in place a clear approach that involves the participation of children and young people and their parents/carers in making decisions about how best to support their SEND;
* inform parents when SEND provision has been made for their child;
* be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
* ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
* monitor the quality of teaching for pupils with SEND;
* monitor the progress made by pupils with SEND;
* agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
* publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
* provide leadership and vision in respect of equality;
* make effective use of relevant research and information to improve this policy;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by checking to see if:
* pupils with SEND are making sufficient progress appropriate to their ability
* school personnel have high expectations of pupils with SEND
* appropriate provision is in place
* differentiation is put into practice
* the pupil tracking system is effective
* annually report to the Governing Body on the success and development of this policy.

**Role of the Local Authority**

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

**Role of the Special Needs Co-ordinator**

The SENCO will:

* have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
* ensure the detailed implementation of support for children with SEND;
* ensure the implementation of this policy;
* ensure all school personnel understand their responsibilities to children with SEND;
* work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
* ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parents permission;
* identify the barriers to learning and what special educational needs provision that a pupil requires;
* provide advice and teaching strategies to teachers and support staff;
* inform parents of their child's special educational needs;
* provide awareness training for parents;
* arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
* organise in-house and external support for a pupil with SEND;
* monitor this support;
* keep parents up to date with the special educational needs provision for their child;
* ensure pupils with SEND have full access to the curriculum;
* ensure pupils with SEND are included in all school activities and events;
* ensure pupils with SEND take part in extra-curricular activities;
* arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
* lead the development of SEND throughout the school;
* arrange in-service training for school personnel and governors;
* help select, train, organise and manage a team of teaching assistants (TAs);
* prepare and keep up to date Individual Education Plans (IEPs);
* undertake classroom observations;
* ensure differentiated teaching methods are being used;
* track the progress of children with SEND;
* maintain records of all children with SEND;
* use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
* keep up to date with new developments and resources;
* make effective use of relevant research and information to improve this policy;
* liaise with parents;
* organise annual reviews;
* meet with outside agencies;
* work with feeder or transition schools before a child moves into another setting to plan and prepare for transition; Transition plans are developed collaboratively with pupils, parents, and receiving schools to ensure continuity of support. This includes sharing of records, joint meetings, and tailored transition activities to prepare pupils for change.
* provide information for the SEN Information Report;
* review and monitor;
* Regularly (every half term) report to the Governing Body on the success and development of SEND.

**Role of Class Teachers**

Class teachers must:

* be responsible and accountable for the progress and development of the pupils they teach;
* have high expectations of pupils with SEND;
* be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
* work closely with the SENCO;
* be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
* implement any advice and teaching strategies given by the SENCO;
* provide high quality teaching for all pupils;
* deliver the individual programme for each SEND pupil;
* include pupils with SEND in all class activities;
* ensure their planning includes differentiation;
* set challenging targets;
* track and monitor the progress of all pupils;
* inform the SENCO of any identified barriers to learning and lack of progress of pupils;
* liaise with parents of pupils with SEND to update them of the progress of their children;
* suggest ways that parents can support their children at home;
* undertake appropriate training
* identify any additional training needs they require.

**Role of Teaching Assistants**

Teaching assistants are deployed strategically to support pupils’ learning, promoting independence and enabling pupils to develop self-regulation skills, in line with best practice.

Teaching Assistants will:

* work closely with the SENCO and class teachers;
* provide support for individual or groups of pupils with SEND;
* follow an individuals send support plan or EHCP
* provide in- class and out of class catch up literacy and numeracy support for pupils;
* deliver interventions in a small group or 1-1.
* assist in the preparation of lessons;
* monitor pupils progress;
* provide feedback to teachers and the SENCO;
* attend appropriate training;
* suggest training needs.

**Role of External Support Agencies**

External support agencies may provide support teachers who will:

* be line managed by the SENCO;
* work closely with the SENCO, class teachers and TAs;
* work with pupils with an EHC/PA to meet the objectives of their plans;
* develop planning for teachers and TAs;
* undertake continuous pupil assessment;
* keep up to date pupil records;
* develop support materials;
* provide in-house training on specific topics;
* meet regularly with the SENCO, teaching staff and parents.

**Role of External Specialists**

We will seek the advice and support from the following external specialists if a pupil continues to make less than expected progress:

* educational psychologists
* Child and Adolescent Mental Health Services (CAMHS)
* Mental Health Team
* hearing impairment
* vision impairment
* speech and language therapists
* occupational therapists
* physiotherapists
* TESSA Autism
* TESSA Behaviour
* TESSA EAL

**Role and Rights of Parents**

We encourage parents to:

* work closely with the school to form a positive partnership that supports their child’s special educational needs.
* be aware of their child's targets and their progress towards them;
* Support their child at home to work towards their individual targets
* take part in the review of IEPs;
* attend and take part in the annual reviews of EHCPs
* consider requesting an Education, Health and Care needs assessment;
* Attend all appointments related to SEND assessment
* Attend meetings to review their child’s progress
* be aware of the Local Authority’s Information, Advice and Support Service.

**Role and Rights of Pupils**

We encourage pupils with special educational needs to understand their rights and to take part in:

* assessing their needs;
* setting learning targets;
* the annual review

We work with the children to regularly check their views and opinions.

**Graduated approach**

Early identification of pupils with special educational needs is vital. All teachers are responsible for recognising and responding to SEND in their pupils.

We willinform parents at the earliest opportunityof the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

**Assess**

* Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken by the teachers when trying to identify what SEN support is required.
* Support is put into place and is reviewed regularly to ensure that the support is matched to need.
* More specialist assessment will take place if there is no improvement in the child's progress.
* This will be organised by the SENCO with the agreement of the parents.

**Plan**

* When it has been decided to provide SEN support all parties will decide:
* the expected outcomes
* what interventions and support that is required
* the expected impact on progress, development or behaviour
* on a review date
* Plans will take into account the views of the child.
* Parents will reinforce the provision by contributing to progress at home.

**Do**

* The SENCO and the teachers oversee the implementation of the interventions as part of the agreed SEN support.
* The teachers supported by the SENCO assess the child's response to the action taken.
* The SENCO offers continuous advice on the effective implementation of support.

**Review**

* The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENCO, the early years practitioner and the child's parents
* The views of the child are also taken into consideration at this meeting.
* In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
* A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
* The SENCO and teaching staff use a range of assessment data, including formative assessments and standardised tools, to track pupil progress. This data informs the review and adjustment of Individual Education Plans (IEPs) and intervention strategies
* All parties will agree to any specialist involvement if a child continues to make less than expected progress.
* An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
* If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
* Detail records will be maintained by the SENCO which will be available to the child's parents.

**Medical Conditions**

Under the Children and Families Act 2014, we have a duty to support pupils with medical conditions. Where applicable, Education, Health and Care Plans (EHCPs) will specify the type and level of support required to meet these medical needs.

**Record Keeping**

Accurate and up to date records will be kept that provide:

* evidence tracking data of pupil progress
* evidence of outcomes and planned next steps
* details of additional support or different provision made under SEN support
* details of the involvement of specialists
* evidence of involvement with parents
* evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

**Range of Provision**

The school aims to provide a variety of provision by way of:

* in-class support either individually or in small groups with specialist teachers and/or teaching assistants;
* withdrawal support either individually or in small groups with specialist teachers or teaching assistants

**Equality and Inclusion**

We have the responsibility to:

* prevent discrimination;
* promote equality of opportunity;
* promote disability equality;
* foster good relations;
* regularly review and evaluate the breadth and impact of the support that we offer or have access to;
* cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
* include pupils with SEND into all school activities;
* monitor the number of extra-curricular activities that they take part in.

**Partnerships**

We recognise that a close partnership with parents is vital to supporting pupil progress. Parents have unique insight into their child’s needs and are valued partners in planning and delivering effective SEND provision.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

**Admissions**

The school follows the Local Authority’s Admissions Policy (see Schools’ Admissions Policy), ensuring full compliance with the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) to prevent discrimination against any child with a disability. The school will be constantly monitored for accessibility for all and when necessary, modifications made. This will be done through liaison with the L.A. and Access Plans.

**Curriculum**

The school aims to provide for pupils:

* a broad and balanced curriculum
* a curriculum which is differentiated to their needs
* a range of teaching strategies to meet their needs

Teachers use a range of differentiated teaching strategies tailored to individual pupil needs, including scaffolded tasks, visual aids, and assistive technology. The curriculum is regularly reviewed to ensure accessibility, and pupils with SEND are supported to access all subjects, including English and Maths, in line with their individual learning plans.

**Complaints Procedure**

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

**SEN Information Report**

Annually we will publish information about the implementation of the policy for pupils with SEN which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

* the kinds of SEN that are provided for
* policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO
* arrangements for consulting parents of children with SEND and involving them in their child's education
* arrangements for consulting young people with SEND and involving them in their education
* arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
* arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
* the approach to teaching children and young people with SEND
* how adaptations are made to the curriculum and the learning environment of children and young people with SEND
* the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
* evaluating the effectiveness of the provision made for children and young people with SEN
* support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
* how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
* arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school
* arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
* details of the school's contribution to the Local Offer including information on where the Local Authority 's Local Offer is published
* details of the broad and balanced curriculum provided in each year
* admission arrangements for disabled pupils
* accessibility plans

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

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| * School Handbook/Prospectus; * School website; * Staff Handbook; * Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops; * School events; * Meetings with school personnel; * Written communications with home such as weekly newsletters and of end of half term newsletters; * Annual report to parents; | * Headteacher reports to the Governing Body; * Text messages * Email * DOJO |

**Training**

We ensure:

* all school personnel:
* have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
* are familiar with the following documentation:
* Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
* Children and Families Act 2014
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
* the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
* all school personnel understand and undertake their role in safeguarding and child protection effectively
* the needs of the children is reflected in the training that we undertake to ensure that we are equipped to support our children.

**Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe every pupil has the right to feel safe and secure within our school community. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

* Admissions
* Assessment
* Complaints Procedure
* Curriculum
* Accessibility Plan
* Inclusion
* Behaviour Policy
* Safeguarding and Child Protection
* Teaching and Learning

**See Appendices Documents section on Policies for Schools Website**

* Frequency of Policy Monitoring
* Monitoring Implementation and Policy Effectiveness Action Plan
* Initial Equality Impact Assessment
* Policy Evaluation
* Policy Approval Form

We believe this policy:

* has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
* flows and is easy to follow;
* is an essential part of the school;
* supports staff in managing certain situations;
* forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
* provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
* provides a roadmap for day-to-day operations;
* ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
* is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
* stems from the school’s vision and objectives which are formed in strategic management meetings;
* has been received by all school personnel via appropriate safeguarding training;
* is provided to all school personnel and a hard copy can be found in the staffroom reference library

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Children Act 1989
* Data Protection Act 2018
* Education Act 1996
* School Standards and Framework Act 1998
* Education (Special Educational Needs) (Information) Regulations 1999
* Education Act 2002
* Mental Capacity Act 2005
* Education and Inspections Act 2006
* The Tribunals, Courts and Enforcement Act 2007
* Education (Special Educational Needs Coordinators) (England) Regulations 2008
* Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
* Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
* Equality Act 2010
* Education Act 2011
* School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
* Children and Families Act 2014
* Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
* Special Educational Needs and Disability Regulations 2014
* Special Educational Needs (Local Offer) Regulations 2014
* Special Educational Needs (Personal Budgets) Regulations 2014
* Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

* Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
* School Admissions Code (DfE)
* Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
* Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
* The Statutory Framework for the Early Years Foundation Stage (DfE)
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
* Working Together to Safeguard Children (2013) (DfE)
* Equality Act 2010: Advice for Schools (DfE)
* Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
* Supporting Pupils at School with Medical Conditions (2014) (DfE)
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that the Brexit transition period ended on 31 December 2020 and, therefore, UK organisations that process personal data must now comply with the:

* DPA (Data Protection Act) 2018 and UK GDPR (General Data Protection Regulation) if they process only domestic personal data;

DPA 2018 and UK GDPR, and the EU GDPR if they process domestic personal data and offer goods and services to, or monitor the behaviour of, EU residents.

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

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| **Headteacher:** |  | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |