

ELM GROVE PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

Written by: **Carla Kemp**

Dated: **May 2025**

Review Date: **June 2026**

School Information

Name of School: Elm Grove Primary School

Address: Elm Grove, Brighton, BN2 3ES

Telephone number: 01273 708004

Email and web address: admin@elmgrove.brighton-hove.sch.uk

Head teacher: Mr Ben Massey

Special Educational Needs Co-ordinator: Mrs Carla Kemp

Chair of Governors: Chris Adams

SEND Governor: Miss Adejumo Oke

Designated Safeguarding Lead: Sam Barfoot

Deputy Safeguarding Lead: Mr James Waring or Mr Ben Massey

Introduction

This policy sets out our approach to supporting children with special educational needs and Disabilities (SEND) and is based on the SEN Code of Practice published in 2015. Numbered references in brackets relate directly to the code of practice. References to other relevant government guidance are given in the appendix. For more information about how we support children with SEND, please also see our SEND information report that is updated annually. You can access our SEND information report by using the following link:
<https://www.elmgrove.brighton-hove.sch.uk/information/policies/>

There is information about the support that the Local Authority and other services provide in Brighton and Hove known as the 'Local Offer' for SEND. You can access this information by using the following link: <https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>

Other school policies and documents that include information that may be important for pupils with SEND are:

- Annual SEND information Report
- Communication Flowchart
- Annual SEND Summary Report
- SEND Routemap
- Behaviour policy - <https://www.elmgrove.brighton-hove.sch.uk/wp-content/uploads/2021/06/Behaviour-Policy.pdf>
- Equalities policy
- Equality and Diversity Policy - <https://www.elmgrove.brighton-hove.sch.uk/wp-content/uploads/2018/09/Elm-Grove-Equality-and-Diversity-Policy-March-2015-final.pdf>
- Accessibility plan - <https://www.elmgrove.brighton-hove.sch.uk/wp-content/uploads/2021/05/Elm-Grove-Accessibility-Plan-2021-22.pdf>
- Anti-bullying policy - <https://www.elmgrove.brighton-hove.sch.uk/wp-content/uploads/2019/02/Anti-Bullying-Policy.pdf>

Here at Elm Grove Primary, it is our belief that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disabilities, attainment and background. As our vision statement outlines:

“Everyone Included. Everyone Valued. Learning & Thriving Together.”

We are committed to the provision for all pupils and the achievement of all different groups of learners:

- Learners from minority ethnic and faith groups, Travellers, Asylum seekers and Refugees
- Learners who need support to learn English as an Additional Language (EAL)
- Learners with special educational needs (SEND)
- Learners who are Disabled
- Learners of all abilities, including those who are Gifted and Talented (G&T)
- Learners who are looked after (LAC), Previously in Care (PiC) and those Adopted
- Learners who are sick or have other Medical Need
- Learners who are young carers; those who are in families in difficulty
- Learners who are at risk of disaffection or exclusion

The SEND policy is divided into the following sections:

1. Leadership and Management of SEND
2. The kinds of special educational needs that are provided for in our school
3. Identification and Assessment of SEND
4. Working in partnership with parents
5. Involving children
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEND provision
12. Inclusion
13. Emotional and social development and well-being
14. Involving external professionals/ specialists
15. The use of private therapists/ practitioners
16. Funding for SEND
17. Data Protection

1. Leadership and Management of SEND

The SENDCO

Our SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education, Health and Care) plans. Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other external agencies. Our SENDCO is aware of the provision in the Brighton and Hove Local Offer and works with professionals providing a supporting role to families to ensure that our pupils with SEND receive appropriate support and high-quality teaching. (6.88, 6.89)

Our school SENDCO is Carla Kemp - She holds the National Award in Special Educational Needs Coordination.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEND in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions (3.66)
- A SEND information report is published annually (6.79)
- There is a qualified teacher designated as a SENDCO for the school. (6.84)

In addition, our governing body works with the SENDCO and Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act (2010) with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi)

2. The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC).
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (6.28-6.35)

Children with any of these needs can and are included and integrated in our wider school community.

In Reception, The Early Years Foundation Stage (EYFS) is taught by the Reception Teachers and Teaching Assistants. The National Curriculum is delivered from Year 1 to Year 6. Compulsory subjects taught include: English, Maths, Science, Design and Technology, History, Geography, Art and Design, Music and Physical Education including swimming, Computing and Modern Foreign Languages (KS2 upwards). Personal, Social and Health Education is also taught throughout KS1 and KS2, which includes sex and relationships education. The National Curriculum and EYFS is taught to all children and differentiated appropriately for every child's needs and abilities.

An example of differentiating the curriculum and school day for a child with communication and interaction difficulties could include using a first/next visual prompt board to structure the tasks throughout the day for the child, use of a stability cushion to allow for 'active' sitting and to develop proprioception understanding, additional sensory breaks to help the child process information and manage any sensory/ environmental demands they may experience. Another example of how teachers may differentiate the school curriculum and day to meet the needs of a child with cognitive and learning difficulties could be the use of the teaching assistant to scaffold the child's understanding, simplified work tasks to complete with steps broken into smaller chunks, physical resources to manipulate and use in class, the use of an iPad to assist the child with longer written tasks. These are just 2 examples of some of the ways that teachers may differentiate the school curriculum and wider school day to meet the needs of children with SEND

3. Identification and Assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. We will assess each pupil's current skills and level of attainment on entry to the school and throughout the school year each year. We typically require at least two school terms to monitor a child's presentation to ensure that we have a full understanding on their needs. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area(s) of weakness.

In identifying a child as needing SEND support, the class teacher working with the SENDCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language (EAL) are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. (6.21, 6.24)

We are alert to emerging difficulties and endeavour to respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (6.20)

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. (6.20)

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and they will be added to the SEND register and we will notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. (6.43, 6.48, 6.73, 6.83)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. We use the graduated approach to supporting SEND in school. This is the 'Assess, Plan, Do and Review' cycle. We will assess the child's needs, plan out appropriate provision to support any SEND they may have, deliver interventions and then review the child's targets and progress before starting the cycle again. This process is a repetitive cycle designed to ensure that we respond quickly and efficiently to a child's needs. We may also use external professionals to help inform us on how to support a child's SEND in school.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. (6.63)

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan. Brighton and Hove Local Authority stipulate that there are 3 cycles of the 'Assess, Plan, Do and Review' cycle undertaken and recorded clearly before an application for an EHCP should be submitted. (6.63)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

4. Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.

- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Class teachers will meet with the parents of children at least twice each year (parent consultation evenings).
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure. Details about this are available from the school office or on the school website: <https://www.elmgrove.brighton-hove.sch.uk/wp-content/uploads/2020/03/Elm-Grove-complaints-procedure-February-2020.pdf> (1.1, 6.64, 6.65, 11.71)

We urge parents prior to making a complaint to also review the SEND information report and other SEND-related documents that can all be accessed via our website.

5. Involving children

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (1.1)

6. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child progress, expected outcomes from the support and planned next steps. (6.72, 6.73)

SEND support takes the form of a four-part cycle: Assess, Plan, Do and Review.

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (6.44)

This cycle generally lasts one school term in order to allow interventions and provision to have an impact on the child. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed by the class teacher and overseen by the SENDCo. (6.43, 6.53) This process is a collaborative process between the child, class teacher, parents, SENDCo and any external professionals who may be involved too.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views,

wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND casework officer and any external professionals involved in the child's education invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Send out any advice or information gathered to all those invited at least two weeks before the meeting (if it is available to do so).

After the meeting we will:

- prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

7. Transition

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. (6.57, 8.7, 8.8)

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

8. The approach to teaching children with SEND

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

9. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND. (6.12, 6.82, 1.34)

10. Training and continuing Core Professional Development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (6.37, 6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (6.50)

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)

11. Evaluating the effectiveness and impact of SEND provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. A whole-class provision map tracks the development and monitors progress for any pupils who have additional interventions put in place. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)

We will publish an annual SEND Information Report on the school website as well as an Annual SEND Summary Report. (6.79)

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

13. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32) We make provision for pupils' spiritual, moral, social and cultural development through the school curriculum and through our approach to inclusion in and outside the classroom.

14. Involving external professionals/specialists

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age

(approx. 2.5-3 years) despite evidence-based SEND support delivered by appropriately trained staff. Parents are always encouraged to be involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (6.59)

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the primary needs of the child responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

15. The use of private therapists/practitioners

We are committed, within the resources and budget available to us, to meet the needs of all children while offering equal opportunity by providing the same level and quality of input for all children. We also need to work within manageable multiagency parameters and ensure anyone coming into our school to work with children are qualified, DBS checked and working to professional standards. While we understand that some parents/carers may, for whatever reason, feel the need to employ private therapists/practitioners, we have to manage this to ensure the above beliefs and standards are upheld and applicable to any child in any situation.

In the case of any outside agencies working with children in the school, we have to make sure lines of accountability are clear and transparent to ensure a rigorous process, so all children have the best provision possible. We use Local Authority (LA) provision where a service level agreement is in place which includes procedures for managing complaints, underperformance and responsibility for outcomes; for example, if a child is not making enough progress, or the provider is not happy with the school provision or the agency is not delivering what was agreed. Any intervention programme delivered by outside agencies needs to be managed with this same accountability in place.

For these reasons, staff training/observation of classroom practise linked to pupil interventions are carried out by the LA or our in-house SEND team, so ensuring rigour and continuity in the school staff CPD programme. The LA provider may also visit the child on a regular basis to assess and quality assure, ensuring that the school is effectively delivering the programme and progress is being made.

Teacher Protections: In accordance with National Education Union (NEU) guidance, it is essential that teachers are afforded appropriate protections when private therapists or external agencies seek to conduct additional observations of pupils within the school setting. Teachers should not be required to facilitate, plan for, or supervise such observations beyond their contractual duties, unless explicitly agreed in advance with full consideration of workload implications. It is the responsibility of school leadership to ensure that clear protocols are established to govern these visits, safeguarding the confidentiality and welfare of pupils while minimising disruption to the educational environment. Furthermore, teachers must be consulted

prior to any involvement being requested, and their professional autonomy respected at all times. The NEU emphasises that teachers' primary obligation remains the delivery of high-quality education and care to their pupils, and that the presence of external observers must not compromise this core responsibility.

In the first instance, the school will always look to arrange any therapy/assessment/intervention work by school staff and/or LA staff. Parents/carers must understand that the school is under no obligation to allow private therapists/practitioners to work within school. Only under exceptional circumstances will the school consider private work be undertaken in school and with the teacher's agreement (as detailed above in Teacher Protections above). These circumstances may include:

- The work being *exceptionally* urgent or related to exceptionally challenging family circumstances that are fast moving and could include significant safeguarding concerns.
- The work being so specialist it cannot be replicated by school or LA/NHS staff

If the school feels they cannot accommodate work by a private practitioner their decision not to agree to this work is final and they are under no obligation to provide reasoning for this.

If an *exceptional case* is identified by the school, the following principles must be adhered to by the private therapist/practitioner:

- The therapist/practitioner must sign a confidentiality/working practice agreement (see appendix)
- The therapist/practitioner must provide evidence of their professional qualifications/memberships.
- Private therapists/practitioners may work only with the identified child and not comment upon/seek to influence any wider classroom/school practise.
- Any in-class observations agreed upon will be time-limited – this will be determined by the school.
- The therapist/practitioner must raise any concerns in the first instance, about any matter relating to their visits to school or on wider practice to the SENDCo who will then address any issues arising within the school team and school systems.
- The parent/carer needs to understand that when working with the therapist/practitioner, the child will miss class sessions and social opportunities during the school day.
- The therapist/practitioner needs to have produced DBS evidence which is approved by the school and be added to the Single Central Record before they begin to work with the child.
- The school will try to provide a space for the sessions to take place but parents and practitioners must understand that this may not always be possible and visits could be rescheduled at short notice.
- Parents/carers are not expected to attend these sessions.
- When joint work is agreed, private therapists/practitioners are expected to attend and contribute to any review meetings as appropriate.
- Private therapists/practitioners must liaise on the programme being delivered with LA providers. The school will take advice from the LA provider as to the type and frequency of intervention to be provided.
- Any reports written by therapists/practitioners must be shared with the school SENDCO so they can coordinate support.

16. Funding for SEND

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium. (6.96, 6.97)

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99)

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95,9.98)

17. Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child. (9.211)

See our Data Protection policy for more information.

If you have any questions about this policy, please contact the SENDCo or Headteacher as detailed above.

This policy sets out our approach to supporting children with special educational needs (SEND). For more information about how we support children with SEND please also see our **SEND information report** that you can find on our website: <https://www.elmgrove.brighton-hove.sch.uk/inclusion-at-elm-grove/>

This policy was developed by Carla Kemp in line with Brighton and Hove Local Authority guidance. This policy was written in May 2025.

Ratified by Governors

Review due: June 2026

Appendix: Legislation and policies

Statutory policies for schools:

Schools are required to have the following policies in place:
(DfE advice published February 2014)

- ✓ Accessibility Plan
- ✓ Admission Arrangements
- ✓ Behaviour Principles written statement
- ✓ Child Protection policy and procedures
- ✓ Complaints procedures
- ✓ Early Years Foundation Stage
- ✓ Equality Information and Objectives statement

- ✓ Data Protection
- ✓ Health and Safety
- ✓ Home-school agreement document
- ✓ Published School Information
- ✓ School Behaviour
- ✓ Sex Education
- ✓ Supporting pupils with medical conditions

Relevant but non-statutory policies include:

- ✓ Anti-bullying
- ✓ Pupil Premium
- ✓ Teaching and Learning

Private Therapist/Practitioners Working Agreement:

Welcome to Elm Grove Primary School. We look forward to working with you to support this pupil. Please complete and sign this document outlining your working agreement with us.

Name of practitioner:		
Qualifications & Professional Body Memberships:		
Evidence of qualifications shown to SENDCO: Yes/No	Yes/No	Attached copies
DBS completed:		Yes/No
Added to SCR:		Yes/No
Child/children you will work with:		
Date work commences:	End date:	
The focus and aims of this work:		

The above-named practitioner agrees to the following principles while working in school:

- Private therapists/practitioners may work only with the identified child and not comment upon/seek to influence any wider classroom/school practise without agreement and planning with the SENDCO.
- The therapist/practitioner must raise any concerns about any matter relating to their visits to school or on wider practice to the SENDCO who will then address any issues arising within the school team and school systems.
- The therapist/practitioner must share any safeguarding concerns about the pupil they work with or relating to any other matter with the Designated Safeguarding Lead (DSL) or Deputy DSL
- The school will try to provide a space for the sessions to take place but practitioners must understand that this may not always be possible.
- Dates, times of sessions must be agreed in advance with the SENDCO and any changes must be communicated in advance.
- Private therapists/practitioners will be able attend/contribute to any review meetings and any adaptations to a school plan if appropriate.
- Private therapists/practitioners must liaise on the programme being delivered with LA providers. The school will take advice from the LA provider as to the type and frequency of intervention to be provided and must be in line with local offer available to all pupils with such needs.
- Any reports written by therapists/practitioners must be shared with the school SENDCO.

Signature:

Date:

Listed below are the regulations and legislation that are relevant to this policy.

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- *Children/young people* with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEND co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEND information report: Section 65
- Duty to support pupils with medical conditions: Section 100

- ✓ Equality Act 2010
- ✓ Education Act 1996
- ✓ Data Protection Act 1998

Regulations

- ✓ The Special Educational Needs and Disability Regulations 2014
- ✓ Government guidance about SEND :
- ✓ <https://www.gov.uk/government/publications/special-educational-needs-and-disabilities-SENDd-reform-letters>
- ✓ <https://www.gov.uk/government/publications/SEND-and-disability-support-changes-information-for-young-people>
- ✓ <https://www.gov.uk/government/publications/SENDd-guide-for-schools-and-alternative-provision-settings>
- ✓ <https://www.gov.uk/government/publications/SENDd-managing-changes-to-legislation-from-september-2014>

Other government guidance:

- ✓ <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- ✓ <http://www.justice.gov.uk/tribunals/SENDd/appeals>
- ✓ <https://www.gov.uk/government/publications/national-award-for-SEND-co-ordination-learning-outcomes>
- ✓ <https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training>
- ✓ <http://www.SENDdpathfinder.co.uk/infopacks/>
- ✓ <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund>
- ✓ <http://webarchive.nationalarchives.gov.uk/20130903171627/http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00199972/provision-mapping>
- ✓ <http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schoolsguidance/key-concepts/reasonable-adjustments>
- ✓ http://webarchive.nationalarchives.gov.uk/+dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/LocalAuthorityCirculars/DH_101114
- ✓ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- ✓ <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- ✓ <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>