

St. Teresa's Catholic Primary School

Policy for the Inclusion of Pupils with Special Educational Needs and Disabilities



'CHRIST BE IN OUR HEADS, IN OUR HEARTS AND IN OUR HANDS'

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Statement of intent

This policy outlines the framework for **St. Teresa's Catholic Primary School** to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to employ its best endeavours to meet the needs of pupils with SEND.

Through the successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities - meeting the needs of all pupils in school
- Foster good relationships and integration between pupils with and without SEND.

At St. Teresa's Catholic Primary School, Christ is at the centre of everything we do. We aim to give our children the best possible Catholic education, providing them with an ambitious curriculum, exciting opportunities and learning experiences which will enable them to reach their full potential.

We aim to ensure that all the children in our care are equipped for lifelong learning as responsible citizens in an ever-changing, diverse community. As an inclusive school, we believe that every child has the right to be happy, to be safe and to learn. This policy supports our responsibility to make this happen.

Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice: 0 to 25 years identifies four broad areas of need:

- **Communication and Interaction** e.g. Autism/Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN).
- **Cognition and Learning** e.g. Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dysgraphia; Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD).
- **Social, Emotional and Mental Health (SEMH) Difficulties** e.g. anxiety, depression, attachment difficulties, Attention Deficit Hyperactivity Disorder (ADHD), and other mental health difficulties that impact learning.
- **Sensory and/or Physical Needs** e.g. hearing impairment, visual impairment, multi-sensory impairment, and physical disabilities requiring additional support.

Some pupils may fall into more than one category. Medical conditions require a medical diagnosis from appropriate health professionals.

These four broad areas give an overview of the range of needs that should be planned for. Some children have needs that encompass all of these four areas. It is recognised that children's needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At St Teresa's, we seek to identify and address the needs of the whole child and not solely their special educational needs. Other factors may impact a pupil's progress and attainment but do not necessarily mean that they have special educational needs. These include:

- Disability (the SEND Code of Practice: 0 to 25 years outlines the reasonable adjustment duties required under the Equality Act 2010; a disability does not automatically constitute a special educational need).
- Attendance and punctuality.
- Health and welfare needs.
- English as an Additional Language (EAL).
- Receiving Pupil Premium funding, including pupils eligible for Free School Meals (FSM), previously looked-after children, looked-after children and service children.
- Being a child in need or a child subject to a child protection plan.
- Being a looked-after child.
- Having a parent serving in the Armed Forces

A disability is defined in law under the Equality Act 2010 as '*a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities*'. 'Long-term' means that the impairment has lasted, or is likely to last, for at least 12 months. This includes, for example, sensory impairments affecting sight or hearing, and long-term health conditions such as asthma, diabetes or epilepsy, where these have a substantial impact on day-to-day functioning.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher.

The school's Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The Local Offer is available on the school's website.

Aims and Objectives

Aims:

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Catholic ethos that encourages curiosity and lifelong enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.
- Create a welcoming atmosphere for parents.

Objectives

To achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND receives the support they need.
- Ensure that students with SEND engage in activities alongside those students who do not have SEND.
- Seek to identify pupils with SEND as early as possible and make appropriate interventions through using quality first teaching.

- Identify pupils of all abilities who are underachieving, act upon this, and support pupils to make optimum progress.
- Provide a Special Educational Needs Coordinator (SENDCO) who will work within the SEND Policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Develop partnerships with parents/carers to gain a better understanding of the education of their child, and involve them in all stages of the review process.
- Work with and in support of outside agencies, when the pupils' needs cannot be met by the school alone.

Identifying Special Educational Needs

The SEND Code of Practice says that a child has special educational needs or disabilities (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.*”

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

The school must identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is carefully tracked. The Senior Leadership Team, including the SENDCO, analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCO. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, quality-first teaching, intervention and differentiated learning experiences, considering the child's age and stage of development, triggers for identification of a special educational need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills, resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Specialist Teachers or the local authority's SEND team or similar.

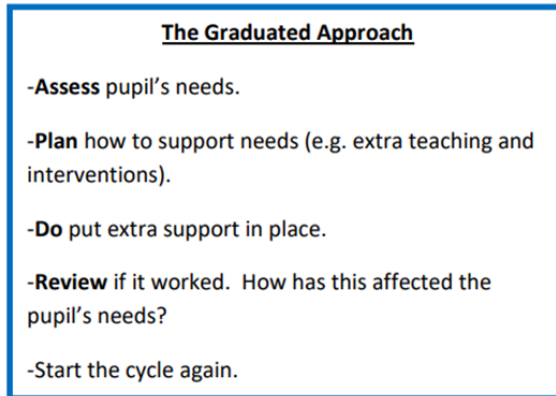
Additionally, some children may receive support from NHS colleagues, e.g. Speech Therapy, Occupational Therapy, Physiotherapy and Child & Adolescent Mental Health Services, the local inclusion hub, etc. Any plans shared with the school by these agencies are carried out by staff within the school in liaison with the appropriate agency.

The Graduated Approach: Assess, Plan, Do, Review

Everyone at St Teresa's is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life, wherever possible. This includes developing close partnerships with parent(s)/carer(s) of children with SEND, whose contributions and support are invaluable.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access additional support. High-quality first teaching, including the use of adaptive teaching strategies, is the first step in responding to pupils who have or may have SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.



What we do if we feel a child may have SEN

The first response to concerns about a pupil's progress is high-quality teaching, including the implementation of adaptive teaching strategies, targeted at their areas of need.

If progress continues to be less than expected, the class teacher works with the SENDCO to discuss whether the pupil has a barrier to learning. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High-quality and accurate formative assessment is collected.

An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place.

The class teacher and SENDCO will plan how to support the pupil's needs.

Adaptive teaching strategies or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies may be appropriate. A review date will be set.

After additional support is put in place, the class teacher and SENDCO will review the pupil's progress and response to such support. This will help identify particular needs and inform staff about whether the pupil has SEN. Where it is decided that a pupil does have SEN, a discussion will take place with parents, and the decision is recorded on the school's SEN register.

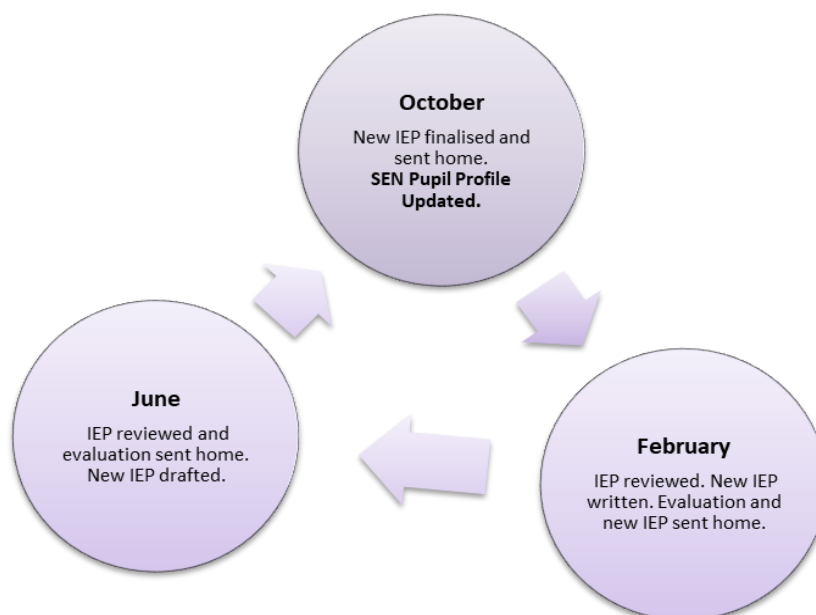
If a child is identified as having SEN, an Individual Education Plan (IEP) will be drawn up to address very specific SMART objectives. This IEP identifies arrangements for support that are additional to and different from the usual curriculum and is drawn up with the involvement of school staff, the pupil and the pupil's parent(s)/carer(s).

The IEP is reviewed at least three times each academic year. This document shows what the child has achieved, what support helped to make this possible, targets for the next cycle and what provision will be put in place to meet these targets.

The class teacher and SENDCO review the current IEP cycle, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Evidence of progress against the targets and success criteria (assessments and other progress indicators) is provided by the child, the parents/carers. The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made.

Following this review of assessments, the teacher, child and parents/carers, in conjunction with the SENDCO, will agree a new plan of action, involving personalised target setting and success criteria to measure progress.

It is the responsibility of the class teacher to ensure that the child is given the opportunities to access resources and/or ensure the child receives the necessary support in school.



Where a child continues to make slow progress, despite receiving high-quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed. New targets are set, and support is planned. This information is shared and used to inform pupil progress meetings.

Where a greater level of support may be needed, school funding may be used, and outside professionals/support agencies may be involved. On occasions, it may be necessary to consider, in consultation with a pupil's parent(s)/care(s), requesting an assessment for an EHC (Educational Health Care plan).

The SEN register is audited, reviewed and updated at least three times each academic year by the SENDCO to ensure that children only remain on the register if required. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires additional support and they will be removed from the SEND register. Please note, that this decision will be made based on evidence from a range of sources and formative and summative assessments. It may be necessary to retain some form of additional support to ensure that the child is able to continue to make good progress.

Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress. However, all pupils will continue to be monitored termly and during pupil progress meetings. If a child's progress becomes a cause for concern at a later date, a child can be placed back onto the SEND register.

Provision and Provision Mapping

The provision which the school makes is fully detailed in the school's Local Offer, which is available from the school office or on the website.

Provision for any pupil with an existing Health and Care Plan (EHCP) will be in accordance with their EHCP. Parents of pupils with EHCPs can find more information about this at: [Lancashire Inclusion](#)

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by class teachers in partnership with the SENDCO. Concurrently, the progress of all children who are receiving additional

provision is carefully tracked. This information is then scrutinised by the SENDCO to ensure that the effectiveness and efficiency of provision is maximised.

Schools will often be able to meet the needs of children through SEN support and high-quality teaching. Sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools. In these circumstances, the school may consider asking the local authority for an Education, Health and Care Needs Assessment (EHCNA) for your child. This assessment could lead to your child getting an EHC plan.

While schools may advise that a child's needs can be met without an EHC Plan, parents have the legal right to apply independently if they feel additional support is required. For example, in cases where the school does not initiate a request, a parent may still submit one directly to the Local Authority.

Some children and young people will have needs that require an EHCNA. Once the local authority is aware of them, it should start this process without delay. An EHCP (Education, Health and Care Plan) brings your child's education, health and social care needs into a single, legal document. Parents and carers should note that this process may take up to 20 weeks.

There are many reasons to apply for an EHCP, including:

- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP. Full details of Lancashire Council arrangements for referrals and arrangements for decisions on EHCP applications, please see: [Lancashire Inclusion](#)

Supporting children and families

At St Teresa's, we value, listen to and act upon the views and contributions of parents/ carers and pupils. We recognise that pupils and parents/ carers have the right to be involved in decision-making.

We work in partnership with parents in various ways:

- Regular communication regarding progress (parents' evening appointments in the spring term and a mid-year report)
- Annual report on their child's progress in the summer term
- Discussion with the SENCO or class teacher, following advice and reports from outside agencies
- Provide an 'open-door' approach so that parents feel confident to share their thoughts and concerns
- Regular telephone, email and Seesaw contact, where appropriate
- Provide the SENDCO's email address as another means of communication.

We work in partnership with pupils in various ways:

- Involve pupils to review their IEPs
- Involve pupils in annual reviews (if they have an EHCP)
- Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them
- Access arrangements for examinations and other assessments (E.g., larger text for visually impaired children or additional time for children with barriers to learning).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.

Parents may also wish to view the local authority's local offer using this link. [Special educational needs and disabilities - local offer - Lancashire County Council](#)

Supporting Pupils with Social, Emotional and Mental Health Needs

At St. Teresa's, we are committed to supporting every aspect of our pupils' development. We understand that social, emotional, and mental health (SEMH) needs can be complex and varied.

When a pupil is observed to be experiencing difficulties, we aim to intervene early—before the situation escalates—by working closely with families to provide timely support and appropriate interventions. Support may be offered through an Early Help Assessment, access to external services, or collaboration with a local specialist school for outreach assistance.

In certain cases, the Calm Room may be used as a positive strategy to help pupils manage their emotions. This space allows pupils to step away from the classroom or other environments when they are finding it difficult to cope. A small number of pupils are specifically taught to use the Calm Room as a constructive coping mechanism—for example, choosing to withdraw rather than reacting with aggression or distress. Pupils are encouraged to return to their learning environment once they feel more in control and ready to engage.

It is important to note that the Calm Room is not a form of punishment. Rather, it provides a safe, quiet space where pupils can self-regulate, reflect on their behaviour, and regain composure. For further details, please refer to the Calm Room Addendum within our Behaviour Policy.

Supporting pupils with medical conditions

At our school we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision; the SEND Code of Practice is followed.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals (Eg supply teachers). This will be shared and managed through an Individual Healthcare Plan, written in conjunction with parents.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people.

This duty is what is known as 'anticipatory'. Schools are also required to think in advance about what disabled children and young people might need in the future.

Please also refer to the school's policy on supporting pupils with medical conditions.

The person responsible for meeting the medical needs of pupils is Mrs Jillian Holmes, Headteacher.

Monitoring and Evaluation

The SENDCO meets at least termly with the SEND Governor to report on the efficient and effective use of resources for pupils identified as having SEND, in addition to a written termly update on the progress of children with SEND.

The monitoring and evaluation of the progress of pupils with SEND is detailed in the Graduated Approach section (above).

For pupils with a Special Educational Needs or an Education, Health and Care Plan, annual reviews (6-monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCO analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents/carers etc.) to inform the evaluation of the effectiveness of the provision.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCO is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENDCO advises as necessary;

Whole school training on SEND is arranged, as appropriate, and teaching assistants are invited. This may be delivered by the SENDCO or by specialist services working with particular pupils.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

All teachers and support staff undertake induction on taking up a post, and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the Local Authority's SENDCO Cluster meetings in order to keep up to date with local and national updates in SEND.

SEND Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high-quality, appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The Headteacher and governing body establish a clear picture of the resources that are available to the school. They consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium

'Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support, which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide 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.' SEND Code of Practice.

Personal Budgets

Parents/carers are entitled to request a Personal Budget if their child has an EHCP or has been assessed as needing a plan.

A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHCP, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs. Parents/carers (or a representative) will need to agree this with your local authority, Lancashire. A Personal Budget can only be used for agreed provision in the EHCP.

Roles and Responsibilities

The Role of Class Teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

Teachers respond to children's needs by:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- providing starting points for the development of an appropriate curriculum;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- involving parents in implementing a joint learning approach at home.

The role of the SEND Co-ordinator

In our school, the SENDCO:

- acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's special educational needs policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- contributes to the professional development of all staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents of children with special educational needs;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- in conjunction with the Headteacher, manages a range of resources to enable appropriate provision to be made for children with special educational needs.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

It does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult with Lancashire local authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child. It has identified Mrs Carrie Toal to have specific oversight of the school's provision for pupils with special educational needs.

The Role of Parents / Carers

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Parents/carers are required to engage in the Individual Education Plan and support their child to progress towards the targets set. Parents are invited to attend regular meetings to share the progress of special needs children with their child's teacher. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The Role of Children with SEND

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff recognise the importance of children developing social as well as educational skills. Children have much to contribute to guiding the provision that they receive for their special educational needs.

Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the Individual Education Plan. Children are involved at an appropriate level in setting their own targets. They are encouraged to make judgments about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

The role of Support Staff

Support staff are employed by the school to give in-class support to all children, including children identified with SEND. When working with children with SEND, support staff will implement programmes specified on a child's IEP. They will also make contributions to the SEND review meetings and liaise with parents. The line managers for support staff are: Key Stage 1 – Mrs K. Balazs; Key Stage 2 – Mrs J. Hawitt.

Designated Teacher with Specific Safeguarding Responsibility

The Designated Safeguarding Lead for Child Protection is Mrs Jillian Holmes and the Back-up Designated Safeguarding Leads for Child Protection are Mr Biggs and Mrs Hawitt. Please refer to the school's child protection policy for further information about safeguarding.

Storing and Managing Information

All SEND documents are stored securely electronically. The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

As the Individual Education Plans contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

Reviewing the SEND Policy

This policy is updated by the SENDCO on an annual basis and is reviewed by the head teacher and Full Governing Body.

This is then shared with staff so that they are aware of any changes to our policy

Accessibility

To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out to ensure access is appropriate. This is available on the school website. Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Local Offer

Complaints

If you have an area of concern regarding your child, or any aspect of school life, we find it is better for all concerned if you let us know as soon as possible. It is much easier for us to sort out a recent problem than something that happened some time ago.

We promise to:

- Deal with your area of concern honestly and politely
- Look into the issue thoroughly, fairly and as quickly as possible.
- Keep you up-to-date with what we are doing.
- Apologise if we have made a mistake.
- Tell you what we are going to do to put things right.

Further information can be located in our Complaints Procedure in the School Information section of our website.

Anti-Bullying

St Teresa's Catholic Primary School does not tolerate any form of bullying. Information on these areas can be located in our Anti-bullying Policy in the School Information section of our website.

Appendices

LA local offer

[Special educational needs and disabilities - local offer - Lancashire County Council](#)

Link to school's local offer (found on the school SEN page)

[St Teresa's Catholic Primary School - SEND](#)

St Teresa's Catholic Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2024 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2018
- SEND Code of Practice 0 – 25 (2024)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2017)
- The National Curriculum in England Key Stage 1 and 2 framework document 2013 (updated July 2014)
- Child Protection Policy (2026)
- Accessibility Plan
- Supporting Pupils with Medical Needs Policy
- Teachers Standards (2021)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE 'Special educational needs and disability code of practice: 0 to 25 years' (2015 updated 2024)
- DfE 'Supporting pupils at school with medical conditions' (2015 updated 2017)
- DfE 'Keeping children safe in education' (2026)
- DfE 'Working together to safeguard children' (2026)
- DfE 'School admissions code' (2021)

Last Reviewed: Autumn 2026

Next Review: Autumn 2027