



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

### **Rationale**

This SEND policy provides a comprehensive breakdown of the processes and support available to students with SEND. In line with government and local authority policy on inclusion, we welcome into college students with both high and low priority needs and strive to expand our expertise in meeting a comprehensive range of needs.

Collingham seeks to ensure the educational progress and overall well-being of all its students. In accordance with the Fundamental Principles of the SEND Code of Practice 0-25 (June 2014), we believe that a child with special educational needs should have their needs met; that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education.

Dr Sally Powell is the Principal at Collingham who oversees the whole SEND provision. Giselle Stubbs is the appointed SENDCO (Special Educational Needs and Disabilities Co-ordinator), who ensures the successful overview and day-to-day running of all matters relating to SEND. She can be contacted via email at [giselle.stubbs@collingham.co.uk](mailto:giselle.stubbs@collingham.co.uk)

### **Principles**

The college aims to identify students with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision. Our College seeks to offer students with Special Educational Needs full access to a broad and balanced curriculum. There is a whole college approach which involves all staff in understanding how children learn and supporting students with Special Educational Needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians/carers and students will be involved fully in the process of the planning and delivery of support. It is the policy of the college that students who have been accepted into the college will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive college, determined to meet the needs of all our students. Our college has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improvements implicating long-term outcomes for the child or young person. Teachers at our college will use appropriate assessment to set targets which are deliberately ambitious.

### **Interpretation: What are special educational needs (SEN) or a disability?**

Independent colleges are required to follow the *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 Department for Health: 2014)*.

SEN (Special Educational Needs): We identify a student as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Students who might require additional support at our college include:

- students with specific learning differences e.g. dyslexia, dyspraxia;
- the gifted and talented;
- students with hearing and/or visual impairment and/or
- students with specific physical and medical conditions.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Aims and Objectives**

Collingham holds **high aspirations and expectations for children and young people with SEN in our college**. All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives;
- and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our college’s Special Educational Needs policy provides a framework for the provision of teaching and support for students with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the college’s resources. In such cases, the Principal and the student’s parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the student, including parents/guardians/carers, teachers and other professionals. The student’s views will also be sought.

The aims of this policy are to:

- create an environment that meets the special educational needs of each student and provides independence;
- ensure that the special educational needs of students are identified, assessed and provided for;
- make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage;
- enable all students to have full access to all elements of the college curriculum and give them support for exams;
- ensure that students with SEN engage in the activities of the college alongside students who do not have SEN;
- to request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership;
- fulfil statutory requirements in administering the correct procedures for students with Education and Health Care Plans and provide a ‘safe environment’ for students in crisis;
- plan for smooth transition from KS4 to KS5;
- ensure that parents are made aware of the support needed by external professionals to meet the needs of our valuable learners;
- to work in cooperation with parents and outside agencies to use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.

### **Admission Arrangements**

Collingham has an open enrolment policy and admits students to the college at the discretion of the Principal. Students with additional needs will be admitted if the college can offer appropriate support. However, every effort will be made to accommodate a student with Learning Needs. If necessary, the SENDCo or a member of the SEND team will meet the student and talk to parents to discuss how we can accommodate student needs in greater detail.

Our college regularly reviews and evaluates the quality and breadth of the support we can offer or can access for students with SEN or disabilities. We also consider our duties, as they apply to us as an independent college, under The Equality Act 2010. We give careful consideration in advance to the disabled children and young people we can accommodate in our independent college. College leaders will regularly review how expertise and resources used to address SEN contribute to the quality of whole-college provision as part of their approach to college improvement.

### **Identification of Students with Special Educational Needs and Disabilities**

The identification of SEN will be built into the overall approach to monitoring the progress and development of all students. We recognise the importance of early identification and aim to identify students' special needs as early as possible. If a student has already been identified as having learning needs, relevant reports should be provided to the college and the college will request the student's SEND file from their previous institution. College leaders and teaching staff, led by the SENDCo, will identify any patterns in the identification of SEN, both within our college and in comparison with national data and use these to reflect on and reinforce the quality of teaching. When necessary, parents will be advised to carry out further independent assessments to order to ascertain a student's SEND.

The identification of students with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by staff recognition/observations of a student whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a student who is experiencing emotional/behavioural problems;
- through discussion with external professionals such as doctors, counsellors, therapists;
- through concern expressed by parents;
- liaison with feeder schools;
- student performance judged against GCSE/A Level attainment descriptors;
- at GCSE entry by Yelis score;
- other standardised screening or assessment tools.

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all students. These assessments will seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by 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; and/or
- widens the attainment gap

Identification can also include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. This is identified via half-termly tracking of student progress. Personal tutors and teachers discuss all students and make referrals to the SEN team regarding any students causing concern. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, will assess whether the child has an SEN. While informally gathering evidence (including the views of the student and their parents) our college will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Collingham recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance

- Health and welfare
- English as an additional language

Our college will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. This can have an impact on well-being and sometimes can be severe. Collingham College will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, our college shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our college will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our college will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special education need, but should be seen as a form of communication that needs to be thought about and addressed.

This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a student into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

We advise that if parents have concerns relating to their child's learning then these should be initially discussed with the child's Personal Tutor. This may then result in a referral to the SENDCo. Parents may also contact the SENDCo or Principal directly if they feel that this is more appropriate.

### **Special facilities:**

The SEND team is made up of the SENDCo, the Vice Principals, the student counsellor and staff providing Learning Support to students. Collingham has an open-door policy whereby students are welcome to visit and discuss concerns with the SENDCo and the SEND team to ensure targeted, personalised support, irrespective of whether they have a specialist provision.

We have dedicated rooms in the GCSE and A-level building for 1:1 sessions and confidential work.

Individual SEND files are kept in locked filing cabinets in the SEND office.

A range of teaching resources are used to enhance learning and memory. These include ICT facilities.

### **What Collingham College does: SEN Support**

Where a student is identified as having SEN, our college will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with

a growing understanding of the student's needs and of what supports the student needs in order to make good progress and secure good outcomes.

We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our college recognises emerging difficulties arising with young people and responds promptly. We understand parents know their children best and we place great importance when parents express concerns about their child's development. We listen to and address any concerns raised by the students themselves.

We have arrangements in place to support children with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, that identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. We have a focus on inclusive practice and removing barriers to learning; therefore, we strive to ensure that special educational provision in our college is underpinned by high quality teaching which is differentiated and personalised. It is our aim to know precisely where children with SEN are in their learning and development.

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Lessons will be planned to address potential areas of difficulty and to remove barriers to student achievement, enabling them to access the full curriculum. Teachers at Collingham College will use appropriate assessment to set targets which are deliberately ambitious.

Our college will regularly and carefully review the quality of teaching for all of our students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. In deciding whether to make special educational provision, the teacher and college SENDCo will consider all of the information gathered from within our college about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our college will have arrangements in place to draw on more specialised assessments from external agencies and professionals. This may entail additional costs subject to parental consideration.

All students with SEND have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evening. Students' attainments are tracked by the SENDCo and those failing to make expected levels of progress are identified. Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during the course of the student's studies at Collingham that a special educational provision is required, parents will be informed and consulted that the college considers their child may require SEN support and their partnership sought in order to improve attainments. Students themselves will be consulted during this process. We shall also keep under review the additional or different provision that is made for them, keeping a documented student record.

We promote positive outcomes for all students in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the college, parents, students, and outside agency/professionals, if appropriate.

An Education, Health and Care Plan will set out clearly the special educational needs of a child or young person, what support they need, and who should provide it. Where a child who has an Education, Health and Care (EHC) Plan joins our college, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan. For those students who are funded by their Local Authority, we will also co-operate with the authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The college will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as dyslexic tuition will be subject to charge.

### **Examination Access arrangements**

In light of the 2017 JCQ changes, Collingham must re-assess all students who have access arrangements, on the grounds of a learning difficulty, upon entry. These will be carried out in-house by our qualified level 7 assessor. Parents will be consulted about this prior to assessments taking place in order to establish whether a full psychometric assessment with written report is required, or only the completion of a Form 8. This process is paramount to not only ensure that we are compliant, but also to ensure that students with SEND have the correct access arrangements in place to support their needs.

Evidence for access arrangements will need to be obtained and kept on file. Dependent upon a child's need for access arrangements, student, parents, and external professionals will be consulted in order to achieve this.

Sometimes students without SEND may need to use a word processor as an access arrangement. In such cases, the following, which is in-line with JCQ regulations, applies:

The use of a word processor or laptop cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre. This will be assessed by the College SENDCo, who will also determine the eligibility of the requirement. The SENDCo will have liaised with teachers and other working professionals where needed in order to establish the requirement of a word processor.

The types of candidates that Collingham considers would benefit from the use of a word processor for example, are candidates with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting.

### **Use of data and record keeping**

Our college has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for students with SEN will be recorded accurately and kept up to date. As part of any inspection, ISI will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Our college will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the student's time in the college,

as well as its impact. We use our information system to monitor the progress and development of all students. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our college will readily share this information with parents.

### **Statutory Procedures regarding students with an EHCP**

At our college students with an Education and Health Care Plan are overseen by the SENDCo. This person has responsibility to:

- ensure the requirements of the Education and Health Care plan are fulfilled;
- advise college staff about appropriate strategies;
- devise, monitor, and review any individualised strategies and interventions;
- liaise with the student/parents/guardians/carers and outside agencies as appropriate and
- chair annual reviews;
- liaise regularly with the student.

### **Monitoring, review and evaluation**

The SENDCo takes the lead in drawing up Individual Educational Plans (IEPs) for EHC plan students. Personal Tutors may be deployed to complete individual learning plans. The SENDCo liaises with all subject teachers of these students, and incorporates their comments and suggestions within the stated targets and support strategies. The Principal reviews this policy annually and meets with the SENDCo to consider any amendments.

### **Involving Specialists**

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will consider to begin involving specialists, including those secured by our college itself or from outside agencies. The student's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the student in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. These services are also likely to be at an additional cost to parents/fee payer, or for LEA consideration, if the student has an EHCP. Such additional services may include:

- Speech and language services
- Educational Psychologist
- Autism and Sensory Support Team
- Hearing Impairment team
- Visual Impairment team
- Counselling Support
- Child and Adolescent Mental Health Services

### **How will students with SEND be included in activities outside of the classroom including College trips?**

The College provides a range of extra-curricular activities. All students, including those with SEND are encouraged to attend and the college puts in place whatever provision is necessary to ensure complete inclusivity. Risk assessments are carried out and procedures are put in place to enable all students to participate in all College activities.

### **Training**

The College seek to ensure that all staff are appropriately trained to support students with SEND. This is done in a variety of ways:

- information uploaded to the staff portal, specific to individual students
- information via the Staff handbook
- INSET /CPD

- SENDCo regularly attends Independent SEND forums in order to keep up to date with local and national updates in SEND.
- interpretation from specialist services advising how to support students with SEND will be cascaded and delivered to staff
- training on access arrangements, delivered by the Exams Officer
- Exams Officer and staff are kept up-to-date with JCQ requirements to ensure that students with Special Arrangements are not disadvantaged

The training needs of staff are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. The SENDCo will complete staff induction training to explain the systems and structures in place around the College's SEND provision and practises, and to discuss the needs of individual students.

Awareness training will be provided to all staff on:

- How to support students with speech, language and communication needs
- How to support students on the autistic spectrum
- How to support students with SpLD, including those with dyslexic or dyspraxic needs
- How to support students with social and emotional needs

### **Able Students**

Provision for our students falling within the categories of Able, Gifted and/or Talented is made through our Electus Programme (EP), overseen by the EP Coordinator. Their needs and abilities are individually profiled and they are catered for both within the classroom and with additional enrichment opportunities. For further information, please refer to the Electus Programme policy, inclusive of Able, Gifted and Talented.

### **Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning. Individual Education Plans, which employ a small-steps approach, are used for students with an EHC Plan, or those simply on the SEND register. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success. We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

### **Roles and responsibilities:**

#### **Special Educational Needs and Disabilities Co-ordinator (SENDCo): *Also please refer to the SENDCo job description***

It is the responsibility of the SENDCo to co-ordinate the operation of the Special Educational Needs Policy. The SENDCo who has an important role to play in determining the strategic development of SEN policy and provision in our college has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans. The SENDCo:

- will be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.
- designs and monitors the personal learning plans;
- oversees the records for all students with special educational needs;
- maintains the college's SEND and EAL lists;
- liaises with and advises fellow staff and parents of students with special educational needs;

- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- provides professional guidance to staff in developing strategies to meet effectively the learning and well-being needs of all students at our college

#### **Heads of Departments and Teachers:**

- to plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to a curriculum that challenges all students to reach their full potential.
- to work in collaboration with the SEN team to develop resources and ensure effective use of support.
- lessons will be planned to address areas of difficulty and to remove barriers to student achievement.
- to ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- to monitor the academic progress of students with SEND across the curriculum, ensuring that identified strategies are in place.
- to make referrals to the SENDCo or Senior team where a concern is identified.

#### **College leadership team:**

- to monitor, evaluate and review the quality of teaching and learning across the subject area with regard to students with SEND
- to ensure statutory requirements are met for SEND by the subject areas within each department.

#### **Partnership with parents and carers:**

Our college works closely with parents in the support of those students with special educational needs or disabilities. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for students with special educational needs and we value their expertise and understanding of their child. Teachers provide detailed, personalised feedback on the progress of students with special education needs to parents at Parents' Evenings and through reporting, and will communicate more frequently as the need arises, for example through telephone calls or specially-arranged meetings. We inform the parents of any intervention and we share the process of decision-making by providing clear information relating to the education of students with special educational needs. Where a student is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and our college. These discussions can build confidence in the actions being taken by the college, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside college and any changes in the student's needs. These discussions will be led by a teacher with good knowledge and understanding of the student who is aware of their needs and attainment. This will usually be the class teacher or Personal Tutor, supported by the college SENDCo. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for students with SEN, our college will ensure that teaching staff are supported to manage these conversations as part of professional development. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the student will be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate college staff. This record will be given to the student's parents. The college's management information system will be updated as appropriate.

### **Student participation:**

In our college we encourage students to take responsibility and to make decisions. This is part of the culture of our college and relates to students of all ages. Students who receive additional learning support are involved at an appropriate level in setting and reviewing specific targets for the subjects they are focusing on in their private sessions. In addition, students with an EHC Plan are involved in setting targets in their IEPs and in the termly IEP review meetings. Students are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of college life and we value student and parent feedback in informing new targets.

### **Disability Discrimination Act**

Our college will endeavour to provide for students who have a disability and to enable them to realise their potential. We would always consider admitting any student - no matter what accompanying disabilities they have - providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act, we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

### **Complaints**

Parents are encouraged to discuss any concerns with the student's class teacher, SENDCo, Personal Tutor, or the Principal. All complaints will be dealt with, or referred to the appropriate person, according to the college's Complaints Policy.

### **Monitoring and evaluation**

- This SEND policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Directors undertake a review of this policy and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if changes in legislation, regulatory

### **Legal Status**

This policy is written with reference to inclusive education under the following **Legal Status**:

- Articles 7 and 24 of the United Nations Convention of the Rights of a Persons with Disabilities
- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- School Admissions Code of Practice
- SEND Code of Practice 0-25 (June 2014)
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding policy
- the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989

### **Related documents:**

- Inclusion Policy; Curriculum Policy; Assessment Policy; Gifted and Talented; English as an Additional Language Policy.

Signed:

Date: January 2018

Dr Sally Powell  
Principal

Edward Browne and Robert Marsden  
Board of Directors