



Ashdown House School

Learning Support (SEND)
Policy and Handbook

Head of Learning Support (SENDCo) Caroline Hawkins

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1. Overview

1.1 Aims

Ashdown House School values all pupils. All children have an equal right to an education that enables them to develop their own potential: personally, socially and academically. We have a strong commitment to high achievement and this is reflected in each individual child's development. It is paramount that we encourage self-belief and ensure that all children endeavour to develop a growth mindset in order to foster the resilience and persistence needed to learn and fulfil their goals. All pupils have access to a broad and balanced curriculum. Lessons are planned, not only to address potential areas of difficulty but also 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. 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. They are encouraged to participate fully in the life of the school and in any wider community activity.

1.2 Objectives

- to apply a whole-school policy to meet each pupil's individual needs, with an awareness of the guidelines of The Code of Practice for SEND 2015 and the Equality Act 2010;
- to identify and provide for pupils who have special educational needs and additional needs;
- to operate a clear and consistent approach to the management and provision of support for SEND where children remain at the heart of what we do;
- to provide a Special Educational Needs Co-ordinator;
- to give help and advice to all staff in order to ensure that every teacher is a teacher of every child, including those with SEND.

1.3 Background

This policy sets out our approach to supporting children with special educational needs (SEND) and applies to our whole school at Ashdown House. It is written with an awareness of changes to the arrangements for Special Educational Needs which came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEND and Disability Code of Practice, 0-25 years 2014 (SEND Code of Practice 2015). It is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Ashdown House School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential.

This policy must be read in conjunction with the school's policies on promoting good behaviour, equal opportunities, EAL, accessibility plan, anti-bullying and safeguarding, as together these form a statement of the principles underpinning all of the work of the school.

2. Leadership and Management of SEND

2.1 The SENDCo

At Ashdown House the SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENDCo also works with external agency professionals, providing a supportive role to families to ensure that pupils with SEND receive appropriate provision and high-quality teaching.

2.2 The Cothill Educational Trust

The Trust ensures:

- arrangements are in place in school to support pupils with medical conditions;
- there is a qualified teacher designated as a SENDCo for the school.

In addition, the Chief Executive Officer works with the Headmaster and the SENDCo in determining the development of SEND policy and provision.

2.3 Staffing

Mrs Caroline Hawkins BA (Hons) QTS PGCE NASENC	Mrs Lou Watson AIL Cert. TEFL Cert
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Head of Department (SENDCo) and Learning Support Teacher	Head of EAL and EAL Teacher
Mrs Geraldine Ackroyd Learning Support Teaching Assistant	Ms Arabella Trinity BEng (Hons), MA, MBA, PGCE Specialist Maths Teacher
Mrs Annie Moore BEd (Oxon.) Learning Support Teacher	Mrs Caroline Bradley BA(French/Linguistics) TEFL ESOL EAL Teacher
Mr William Taylor LLB Individual Needs Assistant	

3. Special educational needs at Ashdown House

3.1 Definitions

Definition of SEND: SEND code of practice: 0 to 25 years 2014: Special educational needs (SEND)

xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school

age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

3.2 The special educational needs provided for at our school

Ashdown House offers support for the following broad areas of need, as described in the SEND Code of Practice (2015):

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD), including Asperger’s Syndrome.
- **Cognition and learning** – this may include children with moderate learning difficulties (MLD) and also includes children with specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – this includes disorders such as attention deficit disorder, attention deficit hyperactive disorder and 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).

3.3. Identification of SEND through summative assessment and tracking

Table of Whole School Tests:

Month	Tests
September/October	Cognitive Abilities Tests CATs (Whole School) Access Maths NGRT Reading SWST Spelling
December	Internal exams Year 8 mock CE papers
March	Year 8 CE mocks Internal exams for Year 7
May	Access Maths NGRT Reading SWST Spelling
June	Common Entrance Examinations (Year 8 only) Exams set by subject teachers (Years 3-7)

Some individual Learning Support tests in reading, spelling and mathematics may be done at any time during the year in order to monitor effectiveness of the support or to set new targets and identify where there are gaps that need to be bridged.

3.4 Identifying children making less than the expected rate of progress

The Learning Support Department tracks the data from all school assessments. We assess each pupil's current skills and level of attainment on entry to the school and then we continue to make regular assessments on all pupils as outlined in the table above. These 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.

With regard to standardised scores, a score of 100 is in line with the national average, less than 95 is considered below average and 115 above average. When tracking progress, we see "expected progress" to be within a range of eight points. Therefore, "less-than-expected progress" is a decrease of more than eight points.

The Learning Support Department works closely with the Director of Studies and Heads of Maths and English to monitor children making less-than-expected progress. After thorough data analysis is carried out, Heads of Departments or the SENDCo may carry out an observation or work scrutiny of the pupil. Targets will be drawn up which may involve a short-term intervention which may then be delivered by the Head of Department, the class teacher or the Learning Support Department.

Teaching staff are encouraged to raise any concerns about the progress of children in their care using the *Request for Learning Support Monitoring* sheet.

4. SEND Support

4.1 Waves of Intervention

A pupil has SEND where his or her 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. At Ashdown House, the wave model of intervention is used.

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment with an understanding of individual children's barriers to learning. Wave 2 outlines specific,

additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are sometimes put in place for a group of pupils with similar needs. Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support or specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress. Children who receive Wave 3 support have usually had an Educational Psychologist or other outside agency assessment.

4.2 The Graduated Approach

The first response to less than expected progress will always be high-quality teaching targeted at the pupil's area of weakness (Wave 1 support). Every teacher is responsible and accountable for the progress and development of the pupils in his or her class, including where pupils access support from specialists. We set high expectations for all pupils whatever their prior attainment. All children at Ashdown House start with high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. When children need educational provision that is additional to, or different from, this, we use our best endeavours to ensure that such provision is either made by, or overseen by, the Learning Support Department.

We believe that it is critical that all teaching staff are aware of the learning differences of all the children. IEP targets and details of the children's needs are presented to teachers in a series of staff meetings, and observation and learning walks are carried out by the SENDCo to ensure provision is consistent across the curriculum. Staff receive specific training and in-house support regularly to ensure the best provision for our children is available during curriculum lessons (*See 8. Training and continuing professional development (CPD) for staff*).

In identifying a child as needing SEND support, the SENDCo will monitor the child in class before carrying out a clear analysis of the pupil's needs, including the individual's development in comparison to his or her peers and national data, where relevant. If, after an intensive intervention, a child is not making progress at the expected rate, an assessment may be sought from an outside agency (*see 4.8 Involving Specialists*). At every stage of the process, the views of parents will be sought. Only children with a specific diagnosis are included on the SEND register, although children who are in the process of being assessed are also included, but not counted in final numbers.

Slow progress and low attainment do not necessarily mean that a child has SEND. Difficulties related solely to limitations in English as an additional language are not SEND (*see 4.7 Pupils with EAL*). Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

Once a child has been identified as having SEND, we implement the four-stage cycle of "Assess, plan, do review" as part of the graduated approach. This is a structured strategy where we first assess the children to identify areas of need before planning a programme of study, which is both additional and complementary to the syllabus in the main lessons. One of the learning support teachers will then carry out the plan and at the end of every term will review progress. After this point, it may be deemed that a

child no longer needs support, or the cycle will begin again. It is important to note that additional intervention and support cannot compensate for a lack of good quality teaching.

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

4.3 Individual Education Plans (IEPs)

An IEP is a teaching and learning plan that states assessment findings, outcomes, teaching strategies and provision for the child that are different from, or additional to, those that are in place for the rest of the class. The IEP allows staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in his or her own learning, working towards specific outcomes.

Both pupils and parents are invited to record their views as part of the IEP writing process. These are then taken into account, along with academic data and outside agency reports, to formulate planned outcomes. Outcomes set in the IEP are specific, measurable, achievable, relevant and time-bound (SMART).

The IEP is a working document and is reviewed at the end of every term. The effectiveness of the support and interventions and their impact on the pupil's progress will also be reviewed at this time.

4.4 Education Health and Care plans

Where the child has not made expected progress, despite relevant and purposeful action having been taken to identify, assess and meet the SEND of the child, consideration will be given to requesting an Education, Health and Care assessment. It is important to note that an EHC assessment will not always lead to an EHC plan.

In the case of a pupil with an EHCP, we collaborate with staff, parents, outside agencies and the pupil in order to specify SMART outcomes. Within the plan, there will be an outline of the co-ordination of provision, which anticipates transitions between year-groups or stages of education, and a description of the formal and informal support that will enable outcomes to be met. A clear review date will be agreed with all parties. EHCPs will be reviewed in partnership with the pupil, parent and outside agencies every twelve months and new interim outcomes will be set. If Ashdown House is hosting the review, we will seek advice and send out invitations with at least two weeks' notice for all parties to attend. Parents will also be offered one informal meeting per term in order to ensure maximum support for the pupil. At

Ashdown House, we have an open-door policy where parents are welcome to talk to us about their child's progress at any point in the school year (*See 5. Supporting pupils and families*). For children who are funded wholly or partly by the LA, an annual record of income received and expenditure incurred by the school in the respect of that pupil is made available to the LA, and on request to the Secretary of State, in order to secure the funding. In addition to this, all documentation relating to the Annual Review is provided to the responsible LA.

4.5 Arrangements for coordinating provision for students with SEND

Our Learning Support Department at Ashdown House offers one-to-one, paired or group lessons in the Log Cabin at additional charge. These sessions run alongside the normal curriculum on a rotating timetable, which is designed to ensure any disruption is kept to an absolute minimum. For some children, through liaison with parents, teachers and the pupil, there is also the option of dropping Latin and having Learning Support lessons instead in order to limit any impact on other curriculum lessons. In the 5s and 6s (Years 1-4) additional support is delivered by class teachers and teaching assistants, although individual lessons in the Log Cabin can be arranged if this is felt to be the most beneficial option for the pupil.

As outlined in 4.1, the Wave system means that intervention will be a long-term education feature for some children, while, for others a short, concentrated programme is all that is needed for the child to catch up to the expected level. Learning Support lessons can be discontinued if it is deemed that they are no longer needed. This decision is usually based on evidence of sustained progress from test results and through discussion with staff involved in the main curriculum areas as well as the Headmaster, the parents and the pupil.

4.6 Teaching Assistants

In Years 1-4 we have class-based teaching assistants who are qualified to deliver additional SEND support at all Wave levels of intervention. In addition to this, there is timetabled teaching assistant support for all English and maths lessons in Years 5 and 6.

4.7 Pupils with EAL

At Ashdown House we have a specialist team of EAL teachers. On arrival at school, new pupils are assessed and monitored. If staff, parents and pupils are all in agreement that a child requires additional support in English, then lessons are organised. These may consist of single, paired or group sessions and are planned with the needs of the individual in mind. All expected outcomes are shared with teaching staff in much the same way as that of the pupils with SEND.

4.8 Involving specialists

We will request to 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 despite SEND support delivered by appropriately trained staff.

We work with parents and agencies such as an Educational Psychologist, Occupational Therapist, in-house Art Psychotherapist and Speech, Language and Communication Therapist to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Contact with these agencies is at an additional cost to parents. Records of involvement of specialists are securely filed in the Learning Support Department and shared only with parents and teaching staff.

5. Supporting Pupils and Families

We are committed to working in partnership with parents and carers. Parents are encouraged to contact the SENDCo if they have any queries or concerns regarding their children's progress. Not only do we take on board parental concerns, but any intervention is also discussed with parents, either by phone, email or in person, to enable the most effective strategies for the acceleration of learning. IEP targets are sent home termly, and reports and school assessment cards are completed in line with the rest of the school. Through these documents, progress is celebrated, and next steps are outlined, thus informing the next IEP, if necessary. Parents are encouraged to meet with the Learning Support teachers at parents' consultation meetings as well as informally and formally in the Log Cabin at any point during the academic year.

As a department, we will:

- have regard for 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 him or her effectively for adulthood;
- meet with parents regularly.

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: www.ashdownhouse.co.uk.

5.1 Safeguarding

As a school, we are aware that:

- children with SEND can face additional safeguarding challenges and staff need to be more vigilant when recognising abuse and neglect with this group of children. KCSIE (September 2018) advises that evidence shows children with SEND are at greater risk of peer-on-peer sexual violence and harassment. In addition, there are heightened risks that SEND children face online, for example from online bullying, grooming and radicalisation.
- this can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs;
- children with SEND may present with communication barriers and demonstrate difficulties overcoming these barriers.

(For further information, please see the school's safeguarding policy at www.ashdownhouse.co.uk)

5.2 Admission Procedures

Ashdown House welcomes pupils with special educational needs, providing that they can access and benefit from the curriculum, and also that the Learning Support Department can offer them the support they require. We advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the Headmaster before he or she is enrolled to be sure that the school can offer adequate provision. A copy of an EHCP, Educational Psychologist's report or a medical report should be given to the school to support the application so that the school can implement IEPs where necessary. *(For further guidance, see the school's Admissions Policy)*

5.3 Château de Sauveterre

All the children visit Sauveterre in Year 7. For those children who have Learning Support, there are close links with the curriculum provider in France. IEPs and outside agency reports are sent ahead and the programme of study is continued.

5.4 Exam provision/Access arrangements

Children who are entitled to access arrangements in exams may take their exams separately within the Log Cabin or other designated area until they are in Year 8. Access arrangements include extra time allowances, use of assistive technology including laptops and pen-readers, scribes and readers.

Children are only entitled to access arrangements if they fulfil the Common Entrance JCQ criteria, which has been endorsed by an Educational Psychologist or other outside professional, and their senior schools have agreed to accept supported examinations.

5.5 Transition

Our SEND support includes planning and preparation for the transitions between phases of education. We liaise with Learning Support Departments in senior schools, sharing data and reports, in order to ensure children have an ongoing level of support and are, therefore, well matched with their senior school. We will agree with parents and pupils the information to be shared as part of this process.

5.6 Pupil's achievement and personal development

At Ashdown House, we are committed to involving children with SEND in decisions about their learning and having a regard for their views, wishes and feelings is paramount. We will:

- support children to help their development and enable them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- support children in developing their self-knowledge, self-esteem, self-confidence, self-discipline and resilience;
- provide children with the information and support necessary to enable full participation in decision making;
- develop spiritual understanding in line with the school ethos;
- develop moral understanding and responsibility for their own behaviour;
- encourage social development to ensure children can work effectively with others;
- encourage positive contribution to the lives of others;
- support all children regardless of their cultural background and encourage children to offer the same tolerances of others;
- support children as they learn how to become physically and mentally healthy

In order to fulfil this, we find planned opportunities to support children in their personal development, but the very nature of working in small groups and with individuals also often provides unplanned, ad-hoc opportunities to develop personal skills.

Within the Learning Support Department, we strive to celebrate pupils' achievements. Progress from exam results and other standardised tests are scrutinised in order to provide the best level of support for each child's individual needs (*see 3.3 Identification of SEND through summative assessment and tracking*). Knowledge, skills and understanding in areas such as speaking, listening, reading, writing and numeracy are prioritised and lessons often use ICT to embed the learning. In addition to these academic lessons, children are also supported in the development of their study skills to ensure that they recognise how they learn best. We value the importance of modelling positive attitudes to learning and developing a growth mindset.

5.7 British values

At Ashdown House, we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multicultural society. Providing a safe learning environment, in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what is acceptable, will engender an open attitude towards multiculturalism and issues regarding race.

We believe that people should be treated with respect, whatever their race, gender, sexual orientation, religious belief, special need or disability. We will enable teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves. By building self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter. Through education, we can enable children to think for themselves by providing many opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.

6. Supporting pupils at school with medical conditions

Ashdown House School recognises that pupils at school with medical conditions should be properly supported so they have full access to educational provision, 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 pupils may also have SEND and may have an EHC plan, which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

Provision for children with medical conditions is implemented by the school nurse. Please see the school Medical Policy for further information.

7. 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. We use information systems, such as exam and test data, to monitor the progress and development of all pupils. Relevant data is uploaded onto a spreadsheet, which tracks the children's progress in response to the interventions provided. In addition, we use parent and pupil questionnaires to inform the effectiveness and impact of the SEND provision. For some children, confidential case studies have been produced to evidence the impact of their SEND provision. This helps us to develop the use of interventions that are effective and to remove those that are less so.

8. Training and continuing professional development (CPD) for staff

The SMT and Heads of Department 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 and reviewing, and where necessary improving, both the teachers' understanding of the strategies to identify and support vulnerable pupils and also their knowledge of the SEND most frequently encountered.

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

9. Data protection

Access to Education Health Care plans, Individual Education Plans and outside agency reports is restricted to authorised personnel. Documentation will not be disclosed without the consent of the child's parents except for specified purposes or in the interests of the child. Hard copies of information about the children are kept in a locked filing cabinet. (*See our school Data Protection policy for more information.*)

10. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school identifies in its plan areas for development as:

- increase access to education including access to areas of the school such as the Jungle (woodland)
- Ensuring that the school site is accessible and safe for all users
- Providing training as appropriate to ensure any child with a disability achieves their full potential (BSA and iaps courses) and follow statutory guidelines regarding training in an EHC plan

Staff seek to ensure barriers to learning are removed using the checklist laid out in the SEND register. In addition, pupils are encouraged to use any physical resources which aid learning such as laptops and pen readers.

The school will take reasonable steps to avoid discrimination against any disabled pupil or adult with particular regard to: -

- Entry to school / admissions policy
- Access (physical)
- The curriculum
- Teaching and learning
- Classroom and school organisation
- The school day / timetabling
- Sports

- Extra-curricular activities
- Trips
- Assessment / testing

(See our school Accessibility Plan for more information.)

11. Contacts

Ashdown House
 Forest Row
 East Sussex
 RH18 5JY
 Tel: 01342 822574
 Fax: 01342 824380
 Website: www.ashdownhouse.co.uk
 Email: Hawkins_c@ashdownhouse.co.uk

Headmaster: Mike Davies

Special Educational Needs Co-ordinator: Mrs Caroline Hawkins

Chair of The Cothill Educational Trust: Dr Ralph Townsend

Chief Executive Officer of The Cothill Educational Trust: Tom Beardmore-Gray

Designated Safeguarding Lead: Haydon Moore

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 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 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-SEND-reform-letters> <https://www.gov.uk/government/publications/SEND-and-disability-support-changes-information-for-young-people> <https://www.gov.uk/government/publications/SEND-guide-for-schools-and-alternative-provision-settings> <https://www.gov.uk/government/publications/SEND-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/SEND/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.SENDpathfinder.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/schools-guidance/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>