

St Paul's Church of England Academy



SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Staff Member and Governor responsible for the policy	SENCo & SEND Governor
Date reviewed and shared with staff	September 2024
Date to be next reviewed by relevant staff	September 2025
Signed by Chair of Governors:	Signed by Head Teacher:

At St Paul's we are committed to constantly improving the quality of the educational provision for pupils who experience barriers to learning. We strive to provide the very best education for each pupil giving them solid foundations with knowledge, understanding and skills they need to be successful in their next stage of education and their future.

Our vision is that a high quality education for pupils with SEND at St Paul's will be achieved through:

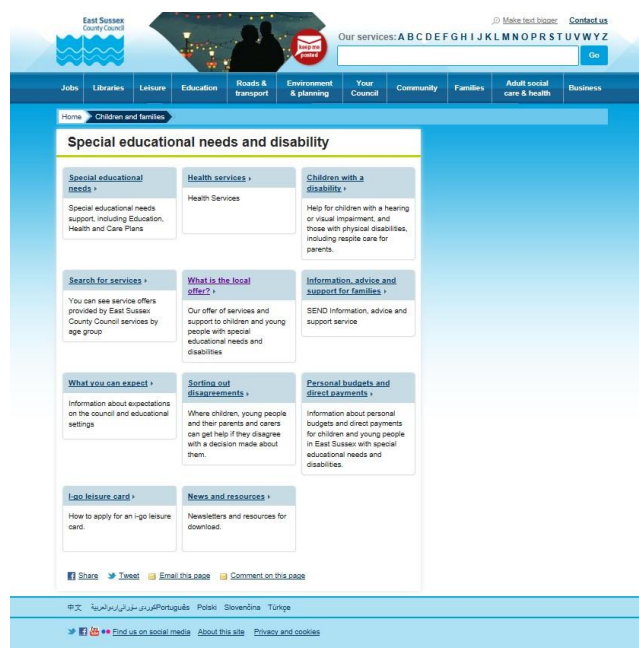
- The whole staff team having high expectations and aspirations for all children's academic progress and achievement.
- The whole staff team having high expectation and aspirations for children's social and emotional development, sensitively but relentlessly focusing on developing children's resilience and independence.
- Identifying and intervening early when concerns arise about a child's progress or development academically, socially or emotionally.
- Providing high quality teaching in every classroom, all day, every day.
- Providing high quality support for learning with careful deployment of additional resources including teaching assistants and use of ICT.
- Providing high quality intervention.
- Personalising our responses and provision for individual children through careful assessment and effective partnership working with pupils, parents, staff and other professionals where needed.
- A whole staff team solution focused approach to meeting children's needs.
- Effective induction and on-going CPD for all staff, including specialist staff.
- Offering Alternative curriculum activities to engage and support children fostering interests.

We strive to achieve these aims through the formal curriculum but also through a rich lunchtime, extra-curricular and intervention programme.

This policy sets out our approach to supporting children with Special Educational Needs and Disabilities (SEND) and should be read alongside our SEND Information Report. Our policy and academy practice was developed with input and feedback from pupils, parents and carers, staff and the SEND Governor. The policy and SEND information report will be reviewed annually with consideration to informal and sought feedback received throughout the year from all stakeholders.

The SEND Information report can be accessed at http://www.stpaulsceaacademy.org/website/statutory_reports_and_our_results/185835 or a hard copy requested from the academy office.

□



There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Other academy policies that include information that may be important for pupils with SEND are:

Positive Behaviour policy

<http://st-pauls-ce.eacademys.co.uk/website/policies/185767>

Equalities policy

<http://st-pauls-ce.eacademys.co.uk/website/policies/185767>

Accessibility plan

<http://st-pauls-ce.eacademys.co.uk/website/policies/185767>

Anti-bullying policy

<http://st-pauls-ce.eacademys.co.uk/website/policies/185767>

Supporting Pupils with Medical Conditions policy

<https://czone.eastsussex.gov.uk/academymanagement/healthsafety/Pages/medicalconditions.aspx>

Child Protection policy

<http://st-pauls-ce.eacademys.co.uk/website/policies/185767>

Teaching and Learning Policy

<http://st-pauls-ce.eacademys.co.uk/website/policies/185767>

Definition of SEND

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.

A child of compulsory academy age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 academies or mainstream post-16 institutions. SEND Code of Practice (2014, p4)

Definition of disability

Many children and young people who have SEND may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5).

The policy is divided into sections:

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

1. Leadership and Management of SEND

The Governing Body

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

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

In addition, our governing body works with the SENCo and CO Headteacher's in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the academy.

Our governing body also ensures that the academy meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments

and access arrangements and publishes information about this that includes specific and measurable objectives.(6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi)

At St Paul's, our Governor with responsibility for SEND is Mr Josh Barrett

The Special Educational Needs Coordinator (SENCO)

Our SENCo has day-to-day responsibility for the operation of SEND policy including coordination and evaluation of specific provision made to support individual pupils with SEND, including those who have statements or Education Health and Care (EHC) plans.

Our SENCo provides professional guidance to colleagues and works collaboratively with staff, parents, pupils and other agencies to implement the academy vision for SEND.

Our SENCo is aware of the provision in the Local Offer and works with professionals coordinating support to ensure that our pupils with SEND receive high quality teaching and appropriate support. (6.88, 6.89)

Our SENCo has an important role to play working with the Co Head teacher's, senior leadership team and Governing body, in determining the strategic development of SEN policy and provision in the academy.

At St Paul's, our academy SENCo is Miss Watts, who is a qualified teacher. Miss Watts is a member of the Senior Leadership Team and is also a designated teacher for Looked After Children and a Deputy Safe Guarding Officer.

Miss Watts can be contacted by email cwatts@stpaulsceaacademy.org, by telephoning the academy on 01424 424530 or by making an appointment at the front desk.

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.36)

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). All class teachers hold the responsibility for planning their teaching to ensure all pupils can access the learning and make at least expected progress in line with national expectations.

Our teachers are expected to engage in professional development opportunities to keep abreast their knowledge and understanding of the range of special needs of the pupils they teach.

Our SENCo provides guidance to teachers and plan a range of professional development opportunities to enable staff to fulfil their responsibility. Support with further assessment of a pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support can always be sought by teachers from the SENCo.

Our Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff even if away from the main class. Teachers are expected to work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and ensure links with classroom teaching.

At St Paul's we use a provision mapping system where teachers are responsible for devising, maintaining and evaluating a class provision map. Each teacher determines the teaching strategies and interventions and evaluates the impact. Teachers are responsible for sharing provision maps with parents. Where pupils have a separate Additional Needs Plan, teachers are expected to review this also.

Our academy induction practice ensures that all of our class teachers are fully aware of their responsibilities with regard to the academy's procedures for identifying, assessing and making provision for pupils with SEND.

2. The kinds of special educational need for which provision is made at the academy

The four areas of need that are described in the SEND Code of Practice 2014 (p86) are:

Communication and interaction - this includes pupils with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) .

Cognition and learning - this includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes pupils with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

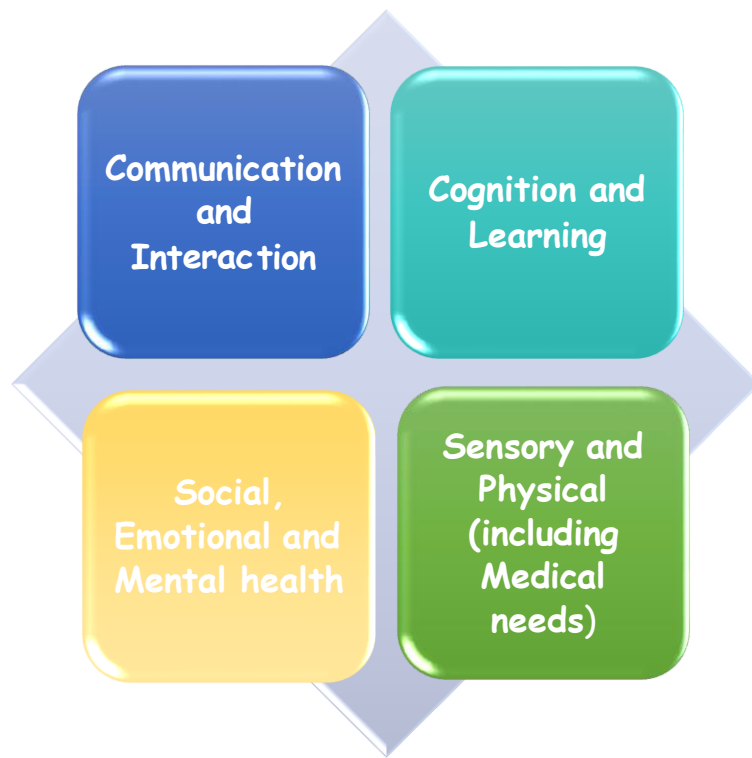
Social, emotional and mental health difficulties (SMEH) - social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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

At St Paul's Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. There are other kinds of special educational need which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils *without* an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Decisions on the admission of pupils *with* an Education, Health and Care plan are made by the Local Authority.



3. Information about the policy for identification and assessment of pupils with SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At St Paul's we recognise that any child may at some time require access to additional support for their learning, language or other needs. We aim to intervene quickly when there is concerns however we do not automatically identify pupils as having SEND in this instance.

Children are identified as needing additional or different support through a variety of ways. These include when

- A child is attaining below age related expectations
- A child is making little or limited progress
- Concerns are raised by a parent or carer
- Concerns are raised by teacher or TA
- Concerns are raised by a child
- There is a change in a child's behaviours
- Our behaviour tracking flags up increasing concern
- Liaison with external agencies, including Health services, identifies a need
- Liaison with previous academy or setting identifies a need

At St Paul's Academy we will assess each pupil's current skills and level of attainment on entry to the academy. We regularly assess pupils reading, writing and maths attainment three times a year to monitor academic progress. For pupils in the Foundation stage we also assess children's development in communication and language, physical development and personal, social and emotional development.

We also use a range of additional targeted assessment tools at various times to determine children's skills and progress across all the four areas of need. This enables us to target extra support appropriately. Further details of the specific assessment tools used at St Pauls are in the SEND Information Report.

These assessments will allow us to identify any 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

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. This can take place in the classroom and/or small group or one-to-one intervention. Some children also access ICT software and programmes targeted at developing specific skills. Further details are in the SEND Information Report.

We recognise that slow progress and low attainment do not necessarily mean that a child has SEND. Equally that attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND however, children will still have their needs assessed and appropriate provision planned for.

We are cautious to recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND however we will seek to understand a child's needs and make appropriate provision to ensure progress in targeted areas.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we will consult with parents to seek specialist assessments to determine the cause of the learning difficulty. Further details of the services used by the academy to seek specialist assessments are in the SEND Information report.

Additional Needs Plan

The purpose of these plans, especially when sought by the academy, is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents.

At this point if we have identified that the pupil has a special educational need because the academy needs to make special educational provision then an Additional; Needs Plan is started.

Where it is decided to provide a pupil with SEND support the decision will be recorded in academy records and we will formally notify parents. We are required to make data on the levels and types of SEND within the academy available to the Local Authority. This data collected through the Academy Census, is also required to produce the national SEND information report.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and maintain the level of Additional Needs Plan.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

When any change in identification of SEND is changed parents will be notified.

Application for statutory assessment

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

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the academy to meet the pupils' SEND. An EHC needs assessment will not always lead to an EHC plan.

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

4. Working in partnership with parents

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

We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of pupils identified with Special Educational Needs three times each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child we will work with them to try to resolve these. If parents have a complaint they can use the academy's complaints procedure. Details about this are available from the academy office or on the academy website:

www.stpaulsceaacademy.org

5. Involving pupils

We are committed to involving pupils with SEND in decisions about their learning and pupils will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

We will:

- Actively seek pupils views using strategies such as pupil voice questionnaires
- Support pupils to consider their desired short and long term goals encouraging them to see the best possible educational and other outcomes, preparing them effectively for adulthood.
- Have regard to the views, wishes and feelings of pupils to plan personalised provision.
- Provide pupils with the information and support necessary to enable full participation in decision making as appropriate to their age, development and situation.

6. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

We record details of additional or different provision made under SEND support on the class provision maps and on the Additional Needs Plan

Provision Maps are reviewed three times a year following assessment. Additional Needs Plans are reviewed with pupils and parents two times yearly.

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Review dates are set on an individual basis although for the majority of pupils the reviews will be at the end of Term 1, Term 3 and Term 5. Parents views will be sought twice a year at Parents Evenings.

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review in the summer term, attended by the SENCo. This review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Each review will be informed by the views of the pupil, parents and teachers and the assessment information from teachers which will show whether adequate progress is being made.

Specific arrangements for reviewing an Education Health and Care plan

EHC plans are used to actively monitor pupils' progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the pupils and their parents, and will take account of their views, wishes and feelings. The review will focus on the pupils' progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, an academy representative, a Local Authority SEND officer, will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

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

7. Transition

The great majority of pupils with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start.

At St Paul's Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

8. The approach to teaching pupils with special educational needs

We set high expectations for all pupils whatever their prior attainment and we use assessment to set targets which are deliberately ambitious.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and

support cannot compensate for a lack of good quality teaching. The Senior Leadership team, including the SENCo, regularly and rigorously review the quality of teaching for all pupils, including those with SEND and those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. *SEND Code of Practice (2014, 6.37)*

At St Paul's Academy the quality of teaching was judged to be good in our last Ofsted inspection.

Funding provided to the academy as 'notional SEND funding' is used to pay for staff that deliver the interventions or in a few cases staff that can cover classes to enable teachers to deliver targeted work.

9. Curriculum and Learning environment

At St Paul's all pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for individual pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable pupils 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.

10. Training and Continuing professional development (CPD) for staff

The Senior Leadership team, including the SENCo, regularly and rigorously review the quality of teaching for all pupils, including those with SEND and those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEND Code of Practice (2014, 6.37)*

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

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

We aim to keep all academy staff up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND. Our SENCo ensures that an extensive range of individual and whole academy training opportunities are available to staff ensuring these are matched to academy SEND priorities. This includes opportunities coordinated through the Learning Together Alliance SENCo group.

Funding provided to the academy as 'notional SEND funding' is used to pay for staff training.

Our SENCo attends local and national SEND courses to maintain up to date knowledge of best practice.

Teachers and support staff are expected to engage in professional development opportunities to keep abreast their knowledge and understanding of the range of special needs of the learners they work with.

11. Evaluating the effectiveness and impact of SEND provision

In order to make consistent continuous progress in relation to SEND Provision the academy encourages feedback from staff, parents, pupils and professionals throughout the year.

Pupil progress is monitored three times a year.

We use Provision Management and tracking systems that identify how effective intervention and provision is in enabling pupils to achieve academic and wider outcomes.

The annual formal evaluation of the effectiveness of our academy SEND provision and policy will be informed by a range of formal and informal feedback

from staff, parents and pupils. This process will be coordinated by the SENCo and SEND Governor in order to publish the annual SEND Information report on the academy website.

12. Inclusion

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

13. English as an additional Language (EAL)

We are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils both at an early stage of English language acquisition and more advanced bilingual learners. We provide support for all children and their families to enable equal access to our curriculum and the community life of the school. Support includes:

- Specialist EAL TA
- Support with paper work for parents, for example completing forms.
- PSA links with family to encourage integration with community and helps to direct to any additional services or support required

14. Emotional and social development and well-being

At St Paul's Academy we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance within class PSHE lessons and indirectly with every conversation adults have with pupils throughout the day.

When concerns arise about pupils Social, emotional or mental health we take the same systematic approach as when academic concerns arise.

We use a range of additional targeted assessment tools to determine children's skills and views. This enables us to target extra support appropriately.

Further details of the specific assessment tools, strategies and intervention used at St Pauls are in the SEND Information Report.

15. Involving specialists

We may involve a specialist where a pupil 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 evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

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

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

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests.

At St Paul's we also commission services directly from professionals with established relationships and a good knowledge of the academy. This enables us to access at times more rapid or academy based assessments and the capacity to meet the needs of our large academy.

16. Funding for SEND

We have an amount identified within our overall academy budget, called the notional SEND budget. This is not a ring-fenced amount. Funds from the notional SEND budget are used to support SEND and improve outcomes for pupils by:

- Purchasing resources
- Training of staff
- Paying salaries of class based support staff
- Paying salaries of non class based Inclusion staff

- Commissioning assessments

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

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

17. Data Protection

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

See our Data Protection policy for more information.

This policy sets out our approach to supporting pupils with special educational needs (SEND). For more information about how we support pupils with SEND please also see our SEND Information Report that you can find on our website www.stpaulsceaacademy.org

If you have any questions about this policy please contact the SENCo or Co Headteacher's as detailed above.

Review due September 2025

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
- *Pupils* with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream academies:

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/sen-and-disability-support-changes-information-for-young-people>

<https://www.gov.uk/government/publications/send-guide-for-academys-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-sen-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/academys/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00199972/provision-mapping>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/academys-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-academy-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-academys--2>