

Schedule 1 Regulation 51

St Giles SEN Information Report for Schools

January 2016

1. The kinds of special educational needs for which provision is made at school.

St Giles is a mainstream setting. We aim to offer an inclusive education to enable every child to have full access to the curriculum. We identify ways in which pupils with special educational needs can achieve their full potential. In accordance with the aims of the school, we believe that all pupils should have equal opportunities, irrespective of gender, race, faith or disability. All pupils should have full access to a broad, balanced and differentiated curriculum and a suitable environment to meet their needs.

At St Giles we believe that

‘All children are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives;
- make a successful transition into secondary education

Schools must use their best endeavours to ensure that the necessary provision is made for any individual who has SEN.’ (Draft Code of Practice, 2013, p58)

2. Information in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

The school has a process of continual assessment which we use alongside the 2014 national curriculum guidance to assess how children are progressing. Teachers, in discussion with parents and other staff who work with the children, will discuss potential difficulties or special educational needs a child may have with the SEND coordinator (SENCO). Extra help is then arranged according to needs discussed. Parents may see their child’s class teacher to discuss any concerns they have either before or after the school teaching day. Parents can also book an appointment to see the SENCO to discuss any concerns they have both linked to school and home. Parents may also attend three parents evening throughout each school year.

How do you identify children with special educational needs?

This may happen in a number of ways:

- Children may have been identified as having special educational needs before joining the school
- Teachers use observations and assessment data to identify children who may not be making progress
- Parents raise concerns they have with their child’s teacher

After concerns have been raised and recorded, an appropriate assessment may be used as a base line and tool to form a clearer picture of the child’s needs.

We use a range of assessment tools including classroom activities as well as formal assessments.

We also on occasions use

The Boxall Profile	for assessing possible social and communication difficulties.
The Fulton assessment	for assessing possible behavioural tendencies
A motivational assessment	for assessing the potential cause behind behaviour
Rising star tests	for assessing progress in line with peers in KS2
2104 national curriculum	for assessing expected attainment within each year group
Wexford KS1 and 2	for assessing dyslexic tendencies

Once a potential block to learning has been identified then a programme of targeted support and classroom strategies are put in place to address the needs identified.

Where appropriate advice is support from outside agencies and professionals such as the Child Development Team, Educational Psychology service or Speech and Language Therapy etc.

How will I be able to raise any concerns I may have?

Any concerns you have can be raised with your child's class teacher and or the SENCO (Special needs coordinator) . These concerns will be recorded and we will discuss how the concerns can be addressed. A further meeting will be arranged to see if any changes have taken place or if further or different support is needed.

How will school staff support my child?

We aim to provide quality provision to support and include children within the classroom. Where necessary, support may be provided in a small group or on a one-to-one basis to deliver specific programmes of support.

Who will oversee and plan the education programme and who will be working with my child and how often? What will be their roles?

Any programme of support will be planned by the teacher and SENCO. Children and parents will be consulted to establish their views and input on what the child needs help with. Any one who provides support both in school and outside of school can be involved in the implementation, monitoring and reviewing of the plan with parents consent. The SENCO will oversee the programme and their role will involve helping to plan resources and timetabling support, liaising with any professionals and other staff working with the child. At times Teaching Assistants and trained Learning Support Assistants may work with your child to help deliver their programme of support. Their role may be to reinforce concepts being learnt in class, prepare children for new learning or to use specialist resources or interventions to meet specific needs.

Who will explain this to me?

This will be explained in person by the teacher or SENCO as part of regular meetings, usually on a once or twice termly basis. Meetings may be more regular than this according to the needs of the child at the time. You will also have a written record of the programme of support in place for your child.

How are school governors or trustees involved and what are their responsibilities?

We have an SEN governor who is involved in overseeing the SEND policy and the being aware of the current needs in the school. Governors are also involved in the allocations of funds and staffing for special educational needs. Special educational needs provision and changes within the school are reported on to the governors on an annual basis.

How does the school know how effective its arrangements for provision for children and young people with special educational needs are?

The school assesses how all pupils are doing in line with National Curriculum expectations on a termly basis. The individual support plans created for children with special educational needs are reviewed and evaluated each term (with the children and parents) to see how well they are doing and if they are achieving their targets.

Classroom observations of children on the SEN register take place termly and these are followed with a tracking meeting to focus on evidence of progression.

Quotes from our Ofsted Report February 2013:

"The progress made by disabled pupils and those who have special educational needs is good in all classes. This is because of the effective support given by teachers and well-trained teaching assistants, in class, in small groups, and in one-to-one teaching sessions."

“Teaching assistants skilfully work with individuals and groups of pupils who have particular needs. They are well informed about pupils’ strengths and weaknesses, and use effective strategies to develop understanding, confidence and independence.”

3. Information about schools policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans including:

(a) how the school evaluates effectiveness of its provision for such pupils;

At St Giles we believe that when a pupil is identified as having SEN then the provision provided must remove barriers to learning and enable the pupil to participate, learn and make progress.

We monitor the effectiveness of our systems by using the graduated approach.

We assess, plan, do and review on a yearly cycle putting the individual child’s needs at the heart of any plan focusing on long term aims and short term goals to achieve these aims.

Each plan is continually monitored by the class teacher and reviewed termly by the SENCO using evidence gathered from work, observations of the child, interviews and parent input. Targets are reviewed and updated over the course of each year.

The SENCO completes an annual report on SEND provision across the year which is presented to the whole governing body. Each term feedback from the SEND classroom observations are sent to the SEND Governor and a brief summary is sent to the full governing body. Governors are also invited to visit the children working during the school day.

(b) the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child/ young person is doing and how will you help me to support my child/young person’s learning?

Parents are invited to meet with the teacher each term to see how their child is settling in and to set targets for the term. Through the following terms they are invited in again to look at the progress that has been made. Extra meetings can be arranged in between these times should concerns be raised by the child, parents or staff. There may also be extra communication or meetings where outside professionals are involved in assessment or support for a child’s needs.

When external support is included in a pupils support plan this is also monitored and reviewed by termly meetings with parents, class teachers and SENCO. Impact is judged by both home and school observations

How does the school know how well my child is doing?

Teachers continually assess how pupils are doing. Where appropriate the SENCO may use checklists and tests to see how pupils are progressing. Some of the interventions that we use also include assessments at the beginning and end to show how much progress has been made. Staff working with children with special educational needs will also keep notes to feedback where they see changes and improvements.

How will I know what progress my child should be making?

This is very much dependent on a child’s individual needs, any advice we have been given to support the child and can be discussed at the regular meetings. Our annual reports will also outline whether a child is working above, below or in line with where they should be.

What opportunities will there be for regular contact about things that have happened at school eg a home / school book?

We currently use home/school communication books for all children in the Foundation Stage. This is continued in Key Stage 1 through communication in our Reading Records. We also used home/school books for children in Key Stage 2 where appropriate. You may also email the SENCO directly or arrange a time to

meet most weeks. Most teachers are available at the end of the day at the school doors for informal chats about home or school issues.

How will you explain to me how his or her learning is planned and how I can help support this outside of the school?

This will be through the meetings to set up and review the SEN Support plan created for your child. . The SEN support plan will identify ways you can help at home and websites or resources you may find useful. This can be discussed at regular meetings or can be sent home with the child. We aim for parents to be able to support their child as much as they feel is possible within their individual life style.

How and when will I be involved in planning my child's education?

Each term you will be given the opportunity to do this when we set or evaluate how children are doing with their targets. Your advice and opinion may be sought on other occasions, such as for special events or planned trips so that we can best prepare and provide for your child to have the best experiences in school.

Do you offer any parent training or learning events?

We offer parent workshops in supporting all children with reading, phonics and maths at different stages in school. As a small school, we do not regularly hold training events. However, we are part of the Haywards Heath and surrounding areas cluster group so can make you aware of events and training that may be available in the locality. The SENCO can also pass on details of other learning events or training opportunities within West Sussex. As a school we are part of the Parent Partnership protocol which means we are committed to working together with parents to get the best for the children with special educational needs. We can pass on details of events and information held by the Parent Partnership.

(c)the school's approach to teaching pupils with special educational needs;

How will school staff support my child/ young person?

Each class has a teaching assistant working within that class. Classroom assistants may support your child by hearing them read or working with them on a specific spelling/handwriting program. They may support your child by working with them during lessons or by working with them to revisit a concept at a slower pace in a smaller group.

We have teaching assistants who run narrative therapy groups, maths groups and Jump ahead groups. We also employ 1 SEND Teaching Assistant who works with children either within the classroom, or in small groups or individually.

She also can run
Booster groups – to revisit concepts both in maths and literacy
Narrative therapy – to encourage richer language and creative writing skills
Toe by Toe - specifically aimed at children who exhibit dyslexic tendencies
Jump ahead - sessions focusing on motor skills for children who exhibit dyspraxic tendencies
Mentoring sessions. – emotion and social skills support sessions
Vocab groups – to support children with processing vocabulary

We have 3 Teaching assistants who are currently being training by our play therapist and speech and language teacher.

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How will the curriculum be matched to my child's needs?

A plan of support for each individual child will be drawn up to show strategies and resources that will enable children to access the curriculum within the classroom. Teachers' planning will show how different approaches and tasks may be used and adapted to enable all pupils to participate.

What are the school's approaches to differentiation? How will that help my child?

All lessons are differentiated to match the pupils' needs in the class. This is monitored on a termly basis through lesson observations from the Head teacher and key members of staff. This is an inclusive approach that means the children can access the same topics at their level.

Lessons may be differentiated by outcome, by the level of resources given to each child, by the level of adult support available or by the length of time given to complete a task.

Teaching assistants monitor the learning of the children they work with and report information back to teachers to inform planning and preparation for the next lessons.

In KS2 children are asked to review their progress and make comments about their learning in most literacy and maths lessons. These comments are then used again to inform planning and preparation of the next lessons where appropriate.

Teaching assistants keep written records, when appropriate, of work that they support in class and these records are used as evidence when reviewing the targets set for the year with parents.

(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;

During the school day the children are supported in many ways through adaptations of curriculum or the environment to make sure that the school is as inclusive as possible. Learning displays are created to help children remember key facts. A range of different visual timetables are used across the school. Some children are supported by having their own work environment to minimise distractions. A quiet room has been created which children have access to if they find the playground too stressful. Displays include photos to make expectations clear to all. Some children with specific SEN may be supported by a greater use of technology in lessons.

(e)additional support for learning that is available to pupils with special educational needs;

How is the decision made about what type and how much of support my child/young person will receive?

Each child will be supported to meet the targets set in their support plans created by the class teacher, parents and child. This will be coordinated by the class teacher and the SENCO. On occasions the SENCO and parents may wish to have an external agency observe a child and make some suggestions to support their learning further. A report will be compiled and sent to school. The parents, class teacher and SENCO will then review and make changes to the support plan to implement as much as possible of the reports recommendations.

The SENCO and Head teacher is in charge of creating the timetable for the SEN TA which is continually reviewed and updated as needs change. Children are supported in relation to their needs, the impact their needs have on their learning or their social well being. The greater the need the greater their level of support.

Children who have an EHCP will have a higher level of individual support which will be targeted to their EHCP.

How are the school's resources allocated and matched to children's/ young people's special educational needs?

Once a child's needs have been identified then the SENCO will allocate that pupil to small groups that will support their needs linked to their support plan. Parents will be kept informed about the progress being made in each sessions and will be asked for feedback from their perspective about the progress being made in each group.

These groups could include

Booster groups – to revisit concepts both in maths and literacy

Narrative therapy – to encourage richer language and creative writing skills

Toe by Toe - specifically aimed at children who exhibit dyslexic tendencies

Jump ahead - sessions focusing on motor skills for children who exhibit dyspraxic tendencies

Mentoring sessions. – emotion and social skills support sessions

Vocab group – to support children with processing vocabulary

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(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

How will my child be included in activities outside the school classroom including school trips?

All children attending St Giles have access to all of the extra curricular activities provided by the school.

School trips are also accessible to all children. Staff are organised to make sure that any child with a specific need is catered for and supported to enjoy the trip. Parents are involved in providing information for the risk assessment form if needed to make sure that all needs for the safety of the child are catered for. Parents are offered the opportunity to join the trip if that is deemed appropriate and achievable or a designated adult is allocated to the child..

During the school day we offer a flexible approach to lunch and break to children who may find these times challenging.

We have a quiet room where children can choose, or be guided to play, this room provides a space for children to be able to interact with their peers in a calmer environment. We use this room, during break or at lunch times. Where a structured plan to improve school attendance is needed to improve a child's level of inclusion in school activities Teachers or TAs are always available before and after school. to provide a positive handover to and from parents

(g)support is available for improving the emotional and social development of pupils with special educational needs;

What support will there be from my child's overall well-being?

St Giles is a small, nurturing community where children are well-known to staff. As a school we are committed to supporting and nurturing children whilst helping them on their learning journey.

What is the pastoral, medical and social support available in the school for children with SEND?

We have a trained Learning Mentor working within the school. She supports individual children who may be experiencing emotional or behavioural barriers to learning as well as working with groups to develop social skills and promote self-esteem. A lunchtime club is held twice a week to support children who may be finding the playground a bit difficult. All children have a 'buddy' from another class within the school who they get to know and work on activities with on a weekly basis. The SENCO can also refer children to outside agencies or advisors as well as seeking advice for a child through the Children and Young Person's planning forum which meets on a monthly basis.

How does the school manage the administration of medicines and providing personal care?

The school has a number of staff who are fully trained First Aiders and has a policy for the safe administration of medicines.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We currently run Learning Mentor sessions and small group interventions to support children with behavioural needs. These sessions help to develop the child's understanding of their emotional being, they focus on building resilience and developing self esteem which often are the root of challenging behaviour. The school has a clear behaviour and Anti-bullying policy that all the staff adhere to and that aims to promote positive behaviour. Some children may have specific behavioural targets through their support plan outlining targeted behaviours, our understanding of the behaviour, desired outcomes, how we plan to achieve these, rewarding and monitoring progress along with consequences for inappropriate behaviour. Good attendance is rewarded with a termly certificate and sometimes a prize. In the past we have worked with the Education Welfare Officer, Inclusion Support Team and Family Link Worker to provide support for individuals and families. The SENCO also has access to Think Family; a new initiative to help increase a

child's attendance and work with a family to help them work together better. We also offer play therapy sessions for children who's emotional needs can impact on their behaviour.

We aim to focus on identifying the cause of challenging behaviour through continual assessment observation and when needed support from external agencies. We strive to provide each child with the support they need to make better choices and be able to independently manage their behaviour in more appropriate or positive way.

How will my child being able to contribute his or her views? How will the school support my child to do this?

Children are involved in their target-setting for their IEP which will consider how they learn best and how they like to be supported *e.g. individually, by their peers, with visual clues, in a quiet space*. In addition we have a school council where council members can bring views from their classes to be discussed. We have also used questionnaires to elicit children's views on learning in school as well as how they feel about specific things going on in school. Your child will be invited to share their views regularly with their teacher or Learning Support Assistants will can feedback to the SENCOs anything they feel is really successful or is not working well.

4. In relation to mainstream schools and maintain nursery schools, the name and contact details of the SEN coordinator.

SEN coordinator Tracy Self email office@stgiles.w-sussex.sch.uk telephone 01825 790240

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

Are there specialist staff working at the school and what are their qualifications?

We have a trained Learning Mentor in the school who works with a number of children throughout the school.

What other services does the school access including health, therapy and social care services?

The school has had access to and worked with a number of organisations and services including:

- Special Needs Team
- Education Services
- Educational Psychology
- Speech and Language Therapists
- Specialist Teacher Services
- Inclusion Support and Social Communication Team
- Hearing Impaired Team
- Visually Impaired Team
- Pupil Referral Service
- Educational Welfare Service
- Looked After Children Education Service
- Social Services
- Child Development Team
- School Nurse
- Child and Adolescent Mental Health Service
- Occupational Health
- Community Health Team
- Disability Support Team
- Family Link Worker
- Family and Children's Service
- Play Therapy

- Transition Mentors
- Children and Young People's planning forum
- Children and Family Centres
- Family Resource Team
- Think Family
- Time 4 Children
- Parent Partnership

Information on these services can be found on the local offer web site (address below).

7. What training are the staff supporting children and young people with SEND had or are having?

- A member of the teaching staff has completed the Elklan training in speech and language support
- A member of the teaching staff has completed a two day course in the Solihull Approach to supporting children's emotional well-being and mental health
- The SENCO is invited to briefings and information meetings held by the local authority regarding the new legislation for special educational needs
- Most staff have been trained in the Communication Friendly Classroom training offered by the Speech and Language Team
- Learning Support Assistants have been trained in all the interventions they use, such as Narrative Therapy and using Social Stories
- A number of staff are trained in the Teamteach Approach to managing behaviour
- Support staff have been part of Play Leaders and Peer Mediator training to promote a happy playground
- Our Learning Mentor continues to receive training through our locality group
- KS1 Teaching assistants have received training through a Speech and Language assistant on using PECs to support communication.

6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school environment (indoors and outdoors)?

Is the building fully wheelchair accessible?

Most of the school is accessible by wheelchair except for one classroom and the school library. Should a wheelchair user join the school, as the child progresses through the school, classrooms will be swapped to accommodate their needs so that no stairs are necessary. This is explained further in our accessibility policy,

Have there been improvements in the auditory and visual environment?

All classrooms are fitted with an interactive whiteboards and speakers along with wi-fi. All classes have access learnpads (computer tablets) with Key Stage 2 having access to wireless netbooks too. The hall is equipped with a PA system, projector and internet access.

Are there disabled changing, toilet facilities and a disabled parking space?

Yes.

How does the school communicate with parent carers whose first language is not English?

The school has links with the English as an Additional Language Team within the local authority who can help with communication needs of parents and children.

7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

How are parents involved in the school? How can I be involved? Who can I contact further information?

All pupils at St Giles are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school like, sharing meal times, recreation times, school clubs and visits. St Giles CE Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all children
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. At this school we respect the fact that children;

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies and experiences

We aim to build a productive working relationship with all parents and view parents contributions as an integral part of any support process.

New parents are able to visit the school prior to applying for a place

We hold meetings for new parents

We do a home visit for all our new reception children

We have a meeting for all reception parents in October

We have 3 parent consultation opportunities over the year and extra time is allocated to parents of children with a support plan.

The SENCO is able to meet with parents at any point over the year.

We have sessions when parents can visit and view the children's work across the year.

Each Friday parents are able to attend the church service with the children.

Every teacher is available at the school door at the end of each day for an informal chat.

Parents are able to work in school to support specific tasks or help with hearing children read.

Parents are able to discuss their child's progress and needs during the arranged meeting times or through meetings arranged with the class teacher, the SENCO or the Head Teacher. Parents are able to book an appointment either through the school office or with the relevant member of staff in person.

8. The arrangements for consulting young people with special educational needs about and involving them in their education.

All children who have a support plan are involved in their target setting and their feelings and thoughts are included in the assessment and review process. This is recorded through the review process.

If a child has an IHCP then their views are recorded and they are able to attend as much of the annual review meetings as is appropriate.

When referring a child for external support or observation, both parent and child's views are a major part of the referral form.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

We strive to provide a good service to all pupils. We aim to work with parents/carers and solve problems co-operatively. We always value comments and constructive criticism.

The School's complaints procedure is as follows: -

1. Informal discussion with the class teacher and/or SENCO.
2. Complaints not resolved should be taken formally to the Head, who will endeavour to acknowledge receipt within one working day.
3. If a satisfactory conclusion is not reached then parents or carers should write to the Chair of Governors, who will endeavour to respond within one week. Letters can either be emailed to the school office for the attention of the chair of Governors office@stgiles.w-sussex.sch.uk or handed into the office in person.

The complaints policy is available on the school website through this link <http://www.st-giles.w-sussex.sch.uk/page/school-policies/>

10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

The governing body relies on the SENCO to involve other bodies in supporting the needs of both the pupils and their families.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Any parent can raise a concern/ worry about their child with either their class teacher, the SENCO or the Head teacher. The concern will be recorded and initial support given and recorded. If external support is required then the SENCO may make a referral, or the parents may make a referral privately, or through their family doctor.

An appointment can be made with the SENCO or Head via the school email address office@stgiles.w-sussex.sch.uk

Clause 32 states

In the new legislation impartial information, advice and support (IAS) must be available to parents/carers of young people up to 25 with SEN but additionally to parent /carers of disabled children and young people. The information, advice and support provided should cover education and related health and social care. Information, advice and support of a similar level must also be available to children and young people with SEND. It must be provided by staff with the relevant skills and should include advocacy.

There are leaflets provided in the entrance hall for parents.

The county has a record of all services in the locality that provide support for children with SEND. This is called the local offer and is available using this link.

<https://westsussex.local-offer.org/> Local offer

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child/ young person to join the school transfer to a new setting or the next stage of education in life?

Our latest Ofsted report from February 2013 said:

“Through closely monitoring the progress and well-being of pupils, the school ensures that everyone has an equal chance of success and is well prepared for secondary school. This includes pupils from different ethnic backgrounds, and demonstrates the school’s commitment to not tolerating any form of discrimination.”

What preparation will there be for both the school and my child before he or she joins the school?

All parents are offered a home visit when a child joins in Reception. Where appropriate, staff from the school will also visit nurseries or pre-school settings to meet the children and staff who have been working with them. Children are invited, with their parents, to spend time in their new class before starting the school. Extra sessions can be arranged, should we feel this is necessary, to enable a child to meet and connect with staff who may be involved in their care. Meetings can also be held with the SENCO and teacher to discuss how to make a smooth transition. Information meetings are held for parents to express their views and ask any questions they may have.

How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college?

The school works with Transition Mentors from the local secondary schools to prepare children for this change. This involves the Transition Mentors visiting Year 5/6 classes and working with the children, meeting with teachers, attending meetings related to children with special educational needs who will be joining their school and arranging visits to the school they will be moving to. Extra visits can be arranged with staff from St Giles accompanying a child to their new school to help them get used to the new environment. We also pass on each child’s special educational needs file which document all their IEPs, reports from professionals and any relevant meeting notes.

How will you support a new setting / school / college to prepare for my child/young person?

Our local secondary schools have a detailed transition form which we complete outlining the needs of the child, the support they have received and our recommendations for support they will need in their new school. We invite Transition Mentors and special educational needs staff from the secondary schools to attend important meetings related to individual children in Year 6 so that they are best able to prepare for the transition.

13. Information on where the local authority’s local offer is published.

The counties local offer is available by following this link.

<https://westsussex.local-offer.org/>

St Giles is part of the local offer as we provide support through education for children in the local area. This link will take you to the St Giles section of the local offer.

<https://westsussex.local-offer.org/services/276>

You can find our SEN policy on our website

<http://www.st-giles.w-sussex.sch.uk/page/school-policies/>

The following links may be of support if you need more information on specific areas of SEND

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Working Together to Safeguard Children (2013);

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (2014);

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mental Health and Behaviour in Schools (2014);

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

The Children Act 1989: Children Looked After with SEN;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/276468/educational_achievement_of_looked_after_children.pdf

Equality Act 2010 & Accessibility Plan;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Managing Medicines' (2013);

http://www.hfea.gov.uk/docs/Guidance_on_management_of_medicines.pdf

Admissions.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>