



Warboys Primary Academy

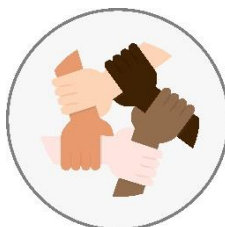
SEND Information Report 2022 - 2023

“Moving forward together to develop confident, independent learners”

AIMS

At Warboys Primary Academy, the staff, Governors and parents work together to make our school a happy welcoming community. There is a culture of high expectations for pupils with SEND and all children are supported to achieve their full potential. We believe that it is the right of every child to receive an outstanding education which nurtures personal development; sets high expectations and raises aspirations. Our shared values underpin everything that we do.

OUR SHARED SCHOOL VALUES



WARMTH

We build relationships rooted in kindness and trust. We are kind, caring and compassionate, believing that all people have the right to be treated with respect. We work in an open and honest way, placing trust in ourselves and each other.



PRIDE

We take pride in all we do. We set high standards in every aspect of our work, environment and personal conduct. We expect the best of ourselves and each other.



ASPIRATION

We want to be the best version of ourselves. We aim high, seek new opportunities and strive to improve. We set ourselves challenging goals and have the will to succeed. We celebrate personal achievement.



Key contacts for SEND

If you would like to talk to anyone about SEND matters at school, please contact your child's class teacher in the first instance. If your query is not resolved or requires more information, please contact:-

Mrs Sally Pawley – SEND Co-ordinator/Assistant Principal
spawley@wpa.education

Mrs Becky Ford – Principal
principal@wpa.education

Mr Steven Lawson-Turner – SEN Governor

(Mr Lawson-Turner can be contacted through the school office – see below)

Miss Bernadette Westwood - Deputy Principal
bwestwood@wpa.education

If you would like a paper copy of this report please contact the office by email
office@wpa.education or by phone **01487 822317**.



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Parent views

The Big Questions were formulated after consultation with parents.

There are times when you may feel overwhelmed, alone or judged by others.

You are not alone. You are not the only parent whose child needs a different approach.

Share information with the staff and give the school permission to share details of an EHCP or other reports with staff. If everyone knows what has been recommended, everyone can help.

Sometimes children have more than one diagnosis or need. Make sure everyone knows about all of the things that make learning hard.

Be an advocate for your child. Make sure the staff know what the whole child is like - at home and at school.

Be prepared to do some research yourself to support everyone on the journey with you. Even medical professionals might not know much about your child's area of need.

Not every child with SEN will need or get an EHCP.

If your child is saying and doing things that worry you, try a parenting course. You'll find out you aren't alone and if your child later needs to see another professional, like a community paediatrician, they will ask you to do a course any way before they see you.

I love getting little updates about my child every so often, on class dojo or face to face. It's good to hear the positives as well as the things that have gone wrong.



Pupil Views

My day...

Teachers always help if I ask. I can have things on my table to help me with spelling and remembering what to write.

I can't be still all the time so I can have a break and run around then go back to work.

I like it when I have help when I am stuck but I can do things by myself too.

I like working in small groups because I get more help and everyone else is doing the same as me.

I made a birdbox with tools, out of wood. It made me happy because I get to take it home and maybe see some baby birds inside. I was happy and I showed everyone because other children don't know how to do it. I kept being happy when I was doing work in the class. Now I can show someone else how to make a birdbox.

Sometimes it's hard at school and I get cross with people. It can make me be cross all day. I've got friends who know good things to say to help and teachers have got tricks to cheer me up or I can have some time to think it over and they help me to see where it went wrong. When I am calm again I can get on with my work.

I don't like to join in. I get really anxious and I find it hard when things change. The teachers let me read until I feel calm enough to come in. When I can't join in for PE, I help the teacher to organise it so I still learn about the games.



The Big Questions

1. What is meant by “Special Educational Needs”?

1.1 A child has Special Educational Needs if they have a learning difficulty or disability which need special educational provision to be made for them. We use the term “Special Educational Needs” if a child:-

a) Has **significantly** greater difficulty in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

in comparison to the majority of children of the same age, or

b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in mainstream schools within the local authority for children of a similar age.

1.2 Some children and young people with SEN may also have a disability under the Equality Act 2010, “.... A physical or mental impairment which has long term and substantial adverse effect on their ability carry out normal day-to-day activities.”

1.3 This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions. Children with these conditions do not necessarily have SEN, but there is a significant overlap or co-occurrence between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition of their needs.

1.4 Many children with SEND have additional areas of vulnerability which can affect their school experience. These may include finding it harder to make friends or join clubs. Children may feel less confident, struggle in noisy or busy environments or benefit from being able to access a quiet, supported place or a key member of staff. We work with parents to ensure that these needs are recognised and supported.

2. What types of SEND does Warboys Primary Academy provide for?

2.1 Staff at Warboys are aware of the needs of different learners. Lessons are planned and delivered with these needs in mind.

2.2 We provide High Quality Teaching (also called “Quality First Teaching”) for all students and may offer additional support for students with special needs including those in the following areas.



Communication and Interaction Difficulties (C&I) such as

- Speech language and communication needs (SLCN)
- Autistic spectrum condition (ASC)

Cognition and Learning difficulties (C&L) such as

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD), such as Dyslexia, Dyscalculia, Dyspraxia.

Social Emotional and Mental Health difficulties (SEMH) such as

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Tourettes Syndrome
- Shorter term difficulties arising from trauma, bereavement, family change, injury or illness

Sensory and Physical Needs (S&P) such as

- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disability (PD)

3.How do we identify that a child has SEND?

3.1 The school promotes a graduated response to assessing, identifying and providing for pupils' special educational needs. This approach follows a cycle of assess, plan do, review (APDR) to help children to make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

3.2 Our staff identify children and young people with Special Educational Needs and/or Disabilities through

- transition meetings with feeder pre-schools.
- Regular, ongoing monitoring and assessment
- Learning walks in school
- Referrals from parents, carers, teachers, external professionals and other stakeholders.
- Observations
- Liaison with external agencies

Pupils may also self-refer, identifying to parents and school adults that they are having problems learning, retaining information, or self-regulating.



3.3 Throughout the Early Years Foundation Stage (EYFS), Key Stages 1 and 2, the children are regularly assessed against the nationally set criteria to check their progress against all areas of learning. It is through this process that children who are making less than expected progress are highlighted. Parents, Teachers and Support Staff play a vital role in raising concerns about other barriers to learning such as behavioural, social or emotional matters.

3.4 “Less than expected progress” describes when a pupil is making

- Significantly slower progress than the year group average from the same baseline.
- Progress which is not equal to or better than their own previous rate of progress.
- Progress which is not closing the attainment gap with other learners.
- Plateauing progress which is resulting in the attainment gap widening

3.5 Teachers may consult phase leaders and the SENDCo for advice to better understand a child’s slow progress and strategies to address it.

3.6 If necessary, and with the agreement of parents, an Early Help Assessment may be used to co-ordinate outside agency support and to identify other professionals and services who may be able to support the family.

4. How do I raise any concerns regarding my child having SEND?

4.1 If you have concerns please contact your child’s teacher in the first instance, through class dojo, or an email or phone call to the office.

4.2 You can also raise concerns at parent consultation evenings, at Annual Reviews and APDR reviews

4.3 Ask for a 1-1 meeting either face to face or online.

5. How are children with SEND supported in accessing the mainstream curriculum?

5.1 Warboys Primary Academy promotes High Quality Teaching which identifies and plans appropriate targeted differentiation for the learning needs of all students to be met.

5.2 Once a pupil’s SEN has been identified, the school will employ a graduated approach to meet the pupil’s needs by:

- Establishing a clear assessment of the pupil’s needs.
- Planning, and sharing with the pupil’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.



5.3 Class teachers have responsibility for enabling all pupils to learn. To achieve this, they:

- Plan appropriate learning opportunities and activities for the pupils in their class
- Differentiate the curriculum to take account of a range of abilities, learning styles and interests.
- Ensure that all children can be included in tasks and activities through the use of different materials, reasonable adjustments to the physical environment and the level of support offered.
- Monitor individual progress
- Identify those children who require additional or different provision in order to make progress.
- Set focused next step targets through the APDR cycle
- Make personalised provision through adapted resources and time limited, targetted interventions.

5.4 Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion, or belief and age.

5.5 The majority of pupils will have their needs met by accessing High Quality Teaching. The school adopts a flexible approach to provision in order that children's individual needs can be met. The support provided usually falls into one of the following categories:

- Adapted levels of support within differentiated tasks. For example, children can access materials such as number lines and word mats as needed. The language used in setting a task for an individual will be pitched at their level of understanding. Children may be supported with stem sentences to guide their responses. In literacy and maths, they will work through a cycle of modelled, guided and partner work to develop their skills and confidence before being asked to work independently.
- Direct or indirect support in the classroom. An adult may work with a group or individual to accelerate their learning, or on an adapted task at their level. A child or pair may be given additional support tools to enable them to be independent in the classroom.
- Reduced class sizes may be appropriate, and the use of small group work.
- Focused withdrawal support from the classroom. This may take the form of an intervention to support an identified barrier to learning, such as handwriting, or develop strategies that build wellbeing, or deliver a program advised by external agencies such as Physiotherapy, or offer access to a range of sensory support resources.

5.6 Some children will need a greater level of support over a long period. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by targeted support in school, then an application for a Statutory Assessment (Education Health Care Plan (EHC)) will be considered. The EHC incorporates all information about the child and can last from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. The application for Statutory assessment is submitted to the Local Education Authorities Resources Panel.

5.7 An EHCP application contains:



- Information from parents about early experiences and health at home.
- Information about the child's progress over time
- Documentation in relation to their special needs
- Details of action taken by the school or pre-school to meet the child's special educational needs
- Particulars of any special resources or arrangements put in place.
- Discussions, details, recommendations and targets from EHA (Early Help Assessment) or TAF (Team Around the Family) meetings

Also included where relevant:-

- Assess, Plan, Do, Review (APDR) cycles
- Records of regular reviews and outcomes
- Health reports, including medical history where relevant
- Assessments and reports or records of progress
- Educational and other assessments carried out by professionals eg Specialist Teachers or Educational Psychologists.
- Reports from other professionals involved with the child (Health and Education Services, Education Welfare services, Social Services)

5.8 A child with an EHC plan will have a higher level of targeted support, developed with advice from specialist services, which will be reviewed regularly for impact through APDR cycles and annually through an Annual Review. Pupils, their families and other professionals use this process to evaluate effectiveness of provision and ensure that targets are appropriately challenging.

6. What additional support does Warboys Primary Academy offer?

6.1 Individual pupils' needs are assessed and adaptations are made to support them. This may include support being allocated in the form of alternative learning activities, adapted activities, group or individual learning supported by adults. In consultation with parents, students requiring support which is "additional to" or different from" other peers, will be placed on the SEND Register.

6.2 We will work with you and your child to create an Assess-Plan-Do-Review (APDR) cycle of individually targeted learning plans which will be shared with the adults that work with your child ensuring the targets and agreed strategies can be employed in every lesson. The APDR cycles are reviewed regularly by teachers, pupils and families to assess progress and ensure that targets are appropriately challenging.

6.3 At Warboys we teach maths and literacy through the McKie Mastery approach, which identifies specific barriers and strengths and enables pupils to be taught at their learning level so that their needs are met in focused cycles of lessons. Progress is assessed regularly and flexible grouping allows children to move to the most appropriate lessons to support their learning. Through the McKie approach, all children develop shared learning behaviours across school, which enable them to participate as a community in lessons.



7. What support is offered to assist with my child's wellbeing and/or medical conditions?

7.1 All children are supported by their class teacher who will make reasonable adjustments to enable their inclusion in learning. Other support and intervention may be offered by

- Teaching Assistants
- Our Pastoral Lead
- Our Learning Support Lead
- Mental Health Champions
- Breakfast Club
- After school club
- After school activities
- Social skills groups
- Playground buddies (for KS1)
- First Aiders
- School nurse

7.2 Students with medical conditions are supported in consultation with parents and medical professionals to ensure they have full access to education and enjoy the same opportunities as others.

7.3 Medicines are stored safely and administered through the school office.

7.4 Further information can be found in our "Children with Medical Needs Policy."

8. What are Exam Access Arrangements and how do these help my child?

8.1 Access arrangements are adjustments for candidates based on evidence of need and normal way of working. Identified students may be entitled to access arrangements such as readers, scribes or additional time in assessments and their SATs examinations.

9. Will my child be able to access all activities offered at school?

9.1 Warboys Primary Academy aims to be as inclusive as possible. The school has:

- Wheelchair access.
- Disabled changing and toilet facilities



- Some staff trained in Makaton sign language

9.2 Where considerations regarding access are a concern, we involve parents and carers in the planning by meeting in person or communication through email or telephone. Staff also seek communications and advice on strategies where required.

9.3 Further information can be found on the WPA Disability Access Action Plan.

10 How do Warboys Primary Academy monitor the effectiveness of our SEND arrangements and provision?

10.1 The SENDCo, in consultation with the SLT, leads the development of an Annual Action Plan for SEND which identifies priorities for development. It is part of the whole school development plan.

10.2 Additionally we:-

- Regularly monitor and evaluate data
- Hold Annual Reviews
- Complete Assess, Plan, Do, Review cycles
- Offer Parent consultation appointments
- Build in Staff feedback
- Seek parent feedback through Parent forum and individually
- Seek for pupil feedback.
- Complete observations of interventions and provision in action.

11. Who might be working with my child?

11.1 While at school, children work with a range of adults in groups and individually. These include:

- Class teachers in the classroom working alongside your child or through small group work
- Teaching Assistants in or outside the classroom working alongside your child or through small group work
- Higher Level Teaching Assistants
- Learning mentors
- Other targeted professionals such as a Speech and Language Therapist, Educational Psychologist, Hearing Impairment specialist or physiotherapist or School nurse.
- Trainee teachers and professionals
- Volunteers



12 How will you work with me to achieve the best outcomes for my child?

12.1 At Warboys, we value working in close collaboration with parents, carers and external partners. We firmly believe that a partnership approach is the best way to offer effective support to any young person.

12.2 We offer the following opportunities in addition to the normal reporting arrangements thus enabling you to discuss progress, to plan and review support, discuss specific approaches and/or programmes,

- Annual Reviews
- Assess, Plan, Do Review meetings
- Interim reviews
- Parent meetings to share developments and complete referrals
- Direct contact via email, telephone and class dojo.

12 How does my child share their views?

13.1 Pupils' ideas and opinions are actively and regularly sought for a variety of reasons at school. Pupil voice and experience informs our decisions, and is collected in a variety of ways.

- By completing the feedback questionnaire during Annual Review meetings and taking an active part in the meetings if they wish to.
- Talking with their class teacher or other trusted adults either informally or by regular appointment.
- Through their PSHE (Personal, Social, Health and Economic education) lessons and RSE (Relationship, Sex and Education) lessons
- Through Class Council meetings, and House meetings
- By engaging with "The Big Question" in school.
- By talking individually or in groups with SLT members and subject leads to ensure their opinions and experiences are heard.
- By completing a Pupil Passport which explains to anyone who works with your child how they like to work and what their strengths and needs are.
- By observation of the pupil.

14 What arrangements does WPA make to support transition?

14.1 The following arrangements help pupils and their parents/ carers to make a successful transfer to and from our school:

- We meet with parents/carers and pupils to discuss any concerns and ensure that initial needs, routines and expectations are made clear.
- We liaise with professionals who may need to play a part in the transition process.



- We encourage close liaison with the SENDCo from infant and transferring schools for students identified with Special Educational Needs.
- Children meet their next teacher and visit the classroom through our transition days. Additional visits can be timetabled.
- Individual pupils may also make a photo book of their new classrooms and staff, which they can keep over the summer to reassure them. Staff can make videos to support.
- Pupils can complete Pupil Passports to help new staff to understand their needs and preferences.
- Some students may be invited to make additional visits to their Key Stage three provider, dependent on their need.
- Pupils may, in addition to class-based transition work for all, take part in individually tailored transition activities to address specific concerns.
- We hold Annual Review transition meetings for children with an Education, Health and Care Plan (EHCP).

15 How does WPA ensure teaching and support staff are appropriately trained to support my child's special need and/or disability?

15.1 All staff receive regular professional development throughout the year to grow expertise within school. This currently includes:-

- Safeguarding
- High Quality Teaching and The Code of Practice
- Speech and language training
- Precision teaching training
- ACEs Awareness Training
- Awareness of roles and responsibilities under the Equality Act (2010) and the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (January 2015), the Children and Families Act (2014)
- Autism Awareness Training
- (Awareness and Identification of Dyslexia is planned)

15.2 Some staff are additionally trained in a range of emotional and language support interventions such as:-

- Attention Autism Bucket
- Better Reading Program
- The Fischer Family Trust Program.
- NELi
- Elklan
- Makaton signing
- PECs (Picture Exchange Communication System)
- Social Story



We may also offer Lego Therapy to support children in developing conflict resolution skills and social skills, as needed.

15.3 We have a Pastoral Support Lead and Learning Support Mentor who can support children through 1:1 mentoring, small group intervention and can offer targeted, quick response support for children.

16 Which other agencies might be involved to help support my child?

16.1 When a child's needs are complex and persistent despite initial adaptations or interventions and continue to disrupt their own or others' learning; we will engage with external agencies to seek further advice. This will usually follow a decision made jointly by school staff and parents/carers.

16.2 Agencies we consult with include:-

- The Specialist Teaching Team (STT)
- NLP4Kids (Counselling)
- Education Psychology Service
- School Nurse
- Child & Adolescent Mental Health Services (CAMH)
- Emotional Health and Wellbeing Services (EHWS)
- Community Paediatricians
- Visual Impairment Services
- Hearing Impairment and Visual Impairment Services
- Occupational Therapy
- Physiotherapy
- Family Workers and Early Intervention Workers

16.3 The external specialists may act in an advisory capacity, extend the expertise of the teaching staff, provide additional assessment, be involved in supporting the child or family directly (outside school) and consult with all parties involved with the child. Parents are consulted and give permission before external agencies work directly with a child.

17 Who should I contact if I have a complaint about the Academy's SEND provision?

17.1 Please speak in the first instance to your child's class teacher and the SENDCo. Request a meeting by email, telephone, class dojo or by following our Complaints Procedure.

18 What is the Local Offer and where can I find out more about it?

18.1 The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by private and voluntary sectors, as well as the Council and National Health Service.



18.2 Cambridgeshire's Local Offer is aimed at providing better support and services for children and young people with special educational needs. Specifically,

- To improve outcomes for children and young people by making information easily available to help make better choices.
- To enable children, young people and families to be informed and empowered to make choices.
- For you to be clearer about what is available and why, and what alternatives are available.
- To provide more effective signposting and to get it right first time.

18.3 More details about Cambridgeshire County Council's SEND LOCAL offer can be found at: www.cambridgeshire.gov.uk/SEND

19 Where can I find out more support or information about my child's Special Educational Need or Disability?

Cambridgeshire Local Offer –

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

SENDIASS – impartial advice about SEN for families and young people.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

Pinpoint – support for parents run by parents

<http://www.pinpoint-cambs.org.uk/>

Support for families with children with autism –

<https://www.nhs.uk/conditions/autism/autism-and-everyday-life/help-for-families/>

<https://www.autism.org.uk/>

<http://www.autism-society.org>

<https://www.autismeducationtrust.org.uk>

Spectrum – a parent led children's charity, <https://spectrum.org.uk/>

<http://www.dyspraxiafoundation.org.uk/>

Support for families of children with ADHD –



<https://adhdfoundation.org.uk/>

Support for families of children with Tourettes Syndrome

<https://tourettes-action.org.uk>

Support for mental health concerns

Keep Your Head – <https://www.keep-your-head.com/cyp>

Young Minds - <https://www.youngminds.org.uk/parent/a-z-guide/adhd/>

<http://www.mentalhealth.org.uk/>

<https://www.minded.org.uk/>

BBC bitesize support for parents with anxiety and parent of children with anxiety

https://www.bbc.co.uk/bitesize/articles/zfnhxbk?utm_source=google&utm_medium=cpc&utm_campaign=anxiety

Support for carers –

<https://www.caringtogether.org/>

Support for families of children with dyslexia, dyscalculia, dyspraxia and word or number learning difficulties –

<http://www.thedyslexia-spldtrust.org.uk/>

<http://www.dyscalculia.me.uk/>

<http://www.dyspraxiafoundation.org.uk/>

Support for families with children who have physical disabilities

Sensory impairment – www.natsip.org.uk/

www.councilfordisabledchildren.org.uk/

Support for families of children who have speech, language and communication difficulties

<https://www.thecommunicationtrust.org.uk/>

Childline (www.childline.org.uk/Bullying) 0800 1111 (helpline for children).

NSPCC (www.nspcc.org.uk) Tel: 0808 800 5000



Kidsmart (www.kidsmart.org.uk/) is a website, dealing with Internet safety programmes.

BBC www.bbc.co.uk/schools/parents/bullying/

BBC parent toolkit. SEND Bitesize <https://www.bbc.co.uk/bitesize/articles/zh9v382>

Pacey – advice and support for parents and carers <https://www.pacey.org.uk/>

National Child Protection Helpline Freephone: 0800 800 500 A 24-hour helpline for anyone concerned about a child at risk of abuse [including bullying]. Children may use this facility themselves.

20. Where can I find out how the school will support my child in other ways?

This report operates in conjunction with the following school policies and Additional Documents

- Admissions Policy
- Behaviour policy.
- PSHCE policy.
- Anti-bullying policy
- Equality policy.
- Online safety and acceptable use policy.
- child protection and Safeguarding policy.
- Keeping children safe in education.
- DfE Preventing and tackling bullying.
- Supporting Pupils with medical conditions policy
- Complaints Procedures Policy

Legal Framework

The Warboys Primary Academy SEND Information Report has been written with reference to relevant legislation including, but not limited to the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010



- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy references statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'