

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment***

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY 2025-2026**

At St John's Primary School it is our aim to promote inclusion so that all children with special educational needs can achieve their full learning potential through access to a broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences. Every teacher is a teacher of every pupil, including those with SEND.

### **1. Definition of SEN**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.*

### **2. Key Roles and Responsibilities**

#### **Special Education Needs & Disability Coordinator (SENDCO)**

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

### **3. The role of the SENDCO in schools**

- The SENDCO must be a qualified teacher working at the school.
- Where a newly appointed SENDCO has not previously been the SENDCO in any relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- The school recognises that the SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

## The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after child (LAC) has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively using the provision management tool.
- liaising with parents of pupils with SEND
- overseeing the interventions and evaluations completed by all staff
- appraising the teaching assistants
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

NB The school recognises that the SENDCO needs sufficient time and resources to carry out these functions.

### 4. Details of staff in school with specific roles relating to SEND

SENDCO:	Paula Bliss
DSL/DDSL:	Liz Wombwell, Oliver Williams, Chloe Beardwell, Paula Bliss
Health and Safety Coordinator:	Maxine Voutilainen
SEND Governor:	Grace Agate
Teaching assistants line manager:	Paula Bliss
Disadvantaged children and LAC lead:	Liz Wombwell
ELSA Home School Link Worker	Chloe Beardwell
SEN Administrator	Jo Pennington

All staff at St John's are responsible for meeting the medical needs of pupils; any medication to be given is overseen by the office staff who have received the relevant training.

### 5. Introduction

This policy should be read in conjunction with the SEND Code of Practice, 2015, on which its aims and principles are based. This policy should also be read in conjunction with the school's Supporting medical needs, equalities and child protection and safeguarding policies. These policies can be accessed through the school website.

This policy was developed with the SENDCO, staff, and governors. It was shared with parents and families through the school website. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions under SEND section of the website)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2021
- Equality duty (see policies section of website)

## 6. Parents access to this policy

Parents can access our policy in a number of ways:

- The school website under the policies section
- A hard copy can be obtained on request from the office

Please let us know if you need this to be made available to you in a different format, e.g. enlarged font.

## 7. Aims and Objectives

### 7.1 Aims

At St John's School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress. We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points and aim for all children to feel valued. We aim to:

- identify and assess children's needs promptly and implement early intervention programmes to support them
- use our best endeavours to make sure that any child with SEND gets the support they need – this means doing everything we can to meet their SEND
- regularly review how expertise and resources are used to address children with SEND, and how they build the quality of whole-school provision as part of their approach to school improvement
- encourage the participation of children and their parents in decision making, ensuring they have a voice
- ensure collaboration between education, health and social care services to provide support
- plan and implement high quality provision to meet the needs of children with SEND
- focus on inclusive practice and removing barriers to learning to ensure that children with SEND engage fully in the activities of the school alongside pupils who do not have SEND
- plan successful preparation for transition into the next phase of education

### 8.2 Objectives

Progress of vulnerable groups is always a key priority and monitoring by senior leadership team (SLT) focusing on effective use of high quality first teaching to support all pupils in class. Actions on ISPs are SMART (Specific, Measurable, Achievable, Realistic, Time scale) and include identification of strategies and if necessary interventions as outlined in the Surrey Ordinarily Available Provision guidance:

<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>

The key underlying objectives for SEND are:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, 2015.
- To work with parents and pupils to design the best support for students with SEN.

## 9. Curriculum

All pupils at St John's have access to a broad and balanced curriculum. We agree with the National Curriculum Inclusion statement that teachers should set high expectations for every child, whatever

their prior attainment and teachers use appropriate assessment to set targets which are deliberately aspirational. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We understand that other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe and need appropriate provision for a child's short-term needs in order to prevent problems escalating. The school has invested in an Emotional Literacy Support Assistant (ELSA) who is there to support these children.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, these can be an indicator of a range of learning difficulties or disabilities.

Identifying and assessing SEN for children whose first language is not English (English as an Additional Language EAL) requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. We are also able to draw on the expertise of the Racial Equality and Minority Achievement team (REMA). They will provide high quality assessments to help us determine the barriers affecting the child's learning. Difficulties related solely to limitations in English as an additional language are not SEN.

## **10. Identification of Needs**

There are four areas of need that are identified in the SEND Code of Practice, 2015. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. After identifying areas of need we will put in place arrangements to address the needs. The four areas of need are:

## **11. Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have expressive or receptive language difficulties or that they don't understand the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with social, communication and language difficulties, including those with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, verbal and non-verbal communication and imagination, which can impact on their understanding and how they relate to others.

## **12. Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. This includes associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Children do not have to have a diagnosis in order to receive the support they need.

## **13. Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, isolated or a selective mute, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health challenges such as anxiety or depression, self-harming, substance misuse, eating disorders; physical symptoms that are medically unexplained or attachment disorder.

#### **14. Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.

#### **15. Class teacher's responsibility for SEND children**

All staff use quality first teaching to engage and support the learning of all children, with a strong focus on pupil participation in learning. SEN is viewed as a whole school approach. To achieve this all teachers work closely with teaching assistants, support staff, the SENDCO and the SLT.

Children identified with SEN have an ISP (Individual Support Plan) which is reviewed regularly. Targets are set focusing on areas of need and intervention teaching is used when appropriate for the child's needs.

It is the role of the class teacher to provide differentiated support and expectations for all pupils. As part of quality first teaching, every teacher is expected to differentiate their lessons. This ensures that all children can access the learning at their ability level and is seen as the first step in responding to pupils needs. It is also the class teachers responsibility to ensure there is an appropriate level of challenge for all children to help them progress in their learning.

High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the teacher and SENDCO consider all of the information gathered from within the school about the child's progress. They look at the tracking data and compare it to the national data and expectations. Early discussion with the child and their parents takes place to flesh out any other areas of strength and difficulty, this helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a child does have SEN, the decision is recorded in the school records and the child's parents are formally informed that special educational provision is being made.

#### **16. SEND support in schools**

Where a pupil is identified as having SEND, the school considers many ways to enable a child to access their learning more effectively and put special educational provision in place. This SEND support takes the form of a four-part cycle of Assess-Plan-Do-Review through which earlier 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.

#### **17. The graduated approach**

This draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, in order to match interventions to the children's area of SEND.

##### **1) Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, carries out a clear analysis of his or her needs which draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

This school takes seriously any concerns raised by parents. These should be recorded and compared to the setting's own assessment and information on how the child is developing.

This assessment is reviewed regularly which helps ensure that support and intervention are matched to need. The barriers to learning are identified and interventions put in place to overcome these, the interventions are evaluated half termly or termly to assess their success. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need. These interventions are recorded on the school's provision maps or on an Individual Support Plan (ISP) for the child.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO should contact them if the parents agree.

## **2) Plan**

Where it is decided to provide a child with SEND support, the parents are formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO agree, in consultation with the parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's provision maps and/or child's ISP. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions; a home target is also set to reinforce progress at home.

## **3) Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the teacher still retains responsibility for the child working closely with any Teaching Assistants (TA) or specialist staff involved. They work together to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

## **4) Review**

The effectiveness of the support and interventions are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parent(s). This feeds back into the analysis of the child's needs. The class teacher, working with the SENDCO, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority reviews that plan, in cooperation with the school, at a minimum of every twelve months or earlier if an interim review is necessary.

## **18. Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school considers involving specialists from outside agencies. Specialists support the school in advising on early identification of SEND and

effective support and interventions. St John's involves a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents are always involved in any decision to involve specialists and need to give consent. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. This school works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (Mindworks – formerly known as CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification. E.g. Learning and Language Support Specialist (LLS) Specialists for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists (SALT), occupational therapists (OT) and physiotherapists )
- Specialist teachers for inclusive practice (STIP).

The SENDCO, class teacher, specialists, and parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved documented on the Individual Support Plan, including a date by which progress will be reviewed.

### **19. SEND Support Arrangements**

This may be the time to start a SEND Support Arrangements document (SSA) for the child as at this point, the child's needs may indicate that they require sustained and increased support. The SSA document draws together information from the child and their family, the school and where appropriate, specialists from outside agencies who are involved with the child. A one page profile is compiled where the child can express their views about how they see themselves, their likes and dislikes, and how we as a school can help them best. Secondly, a detailed outline of the child's personal history is written with the parents to provide a holistic picture of the child and includes the family's hopes and aspirations for their child. Following this, a detailed synopsis of the child's abilities across the four areas of learning is written with all staff involved with that child's journey. The SSA document is a detailed assessment and supports person-centered planning for the Assess-Plan-Do-Review (ISP) process. It is a dynamic document and it is expected that it will be updated as the child progresses through the school.

If the needs of the child continue to not be met sufficiently an Education, Health and Care Plan may be required. This is where the child receives additional funding over and above the notional budget the school provides for a child with SEND. In this case, the information provided in the SSA document is used to support the application for an Education, Health and Care Plan.

### **20. Requesting an Education, Health and Care needs assessment**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where the child has not made expected progress against those targets despite appropriate support, the school or parents may consider requesting an Education, Health and Care needs assessment. The schools' SENDCo will then facilitate a Team Around the Family meeting (TAF) and all parties involved with the child will meet to discuss the next steps in the process. It is at this point the decision is made as to whether there is sufficient evidence to make an application to the Surrey EHCP panel. This panel of SEN representatives from the local authority decide whether the child's needs can be provided for with additional funding for human resources and other funded interventions. To inform its decision, the local authority will expect to see evidence of the sustained action taken by the school as part of SEND support.

## **21. Involving parents and pupils in planning and reviewing progress**

St John's provides an annual report for parents on their child's progress as well as termly face-to-face opportunities to discuss progress.

Where a child is receiving SEND support, the class teacher talks to parents more regularly, at least three times each year, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. We recognise that these discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEND support outside school and any changes in the child's needs.

These discussions are attended by the class teacher and supported by the SENDCO, providing an opportunity for the parent to share their concerns and agree their aspirations for the child. These discussions allow sufficient time to explore the parents' views and to plan effectively and, wherever possible, be aligned with the school's normal cycle of discussions with parents of all children, though may need longer than most parent-teacher meetings. Where age-appropriate, the views of the child are included in these discussions either through involving him or her in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept within the child's SEND Support Arrangements documentation and shared with all the appropriate school staff. This record is shared with the child's parents.

## **22. Transition**

Our SEND support includes planning and preparation for the transitions between this and the next phase of education i.e. secondary school. To support transition, the school meets the SENDCO of the secondary school the child is moving on to and shares any relevant information with them. This school will agree with parents and pupils the information to be shared as part of this planning process. As part of our transition process we work with the secondary school to provide transition activities to support the children with the transition to the new school. In school transition between year group at the end of each academic year is also considered for SEND children, to help the children with this process they spend half a day with their new teacher and where required a booklet is made with information about transition. The child's current class teacher also meets with the SENDCO and future class teacher to hand over information about children, including strategies that work to support the child.

## **23. Publishing information: SEND Information Report**

St John's will publish information on the website about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. We aim to provide the information required set out in the Special Educational Needs and Disability Regulations 2014, including:

- the kinds of SEND that are provided for
- procedures for identifying children with SEND and assessing their needs, including the name and contact details of the SENDCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting children with SEND and involving them in their education
- arrangements for assessing and reviewing children's progress towards outcomes, this should include the opportunities available to work with parent and child as part of this assessment and review
- arrangements for supporting children in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children with SEND

- how adaptations are made to the curriculum and the learning environment of children with SEND
- the expertise and training of staff to support children with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children with SEND
- how children with SEND are enabled to engage in activities available with children in the school who do not have SEND
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The above should include arrangements for supporting children who are looked after by the local authority and have SEND. This information will be easily accessible on our website or in hard copy from the school office by parents and is set out in clear, straightforward language. It includes information on the school's SEND policy and named contacts within the school for situations where parents have concerns. It gives details of the school's contribution to the Local Offer and includes information on where the local authority's Local Offer is published.

In setting out details of the broad and balanced curriculum provided in each year, this report includes details of how the curriculum is adapted or made accessible for pupils with SEN.

The school also provides data on the levels and types of need within the school available to the local authority. This data is required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.

#### **24. Monitoring of SEND**

Teachers are held accountable for the progress of pupils in their class. Every term there is a pupil progress meeting in which the pupil's progress is discussed and strategies to implement to help children make further progress are discussed. Another part of monitoring progress of SEND children involves discussions and reviews, every half term, of the progress children are making towards their child centered outcomes.

Every term the inclusion team meets to discuss the progress of all vulnerable groups. As part of this, we also look at the provision for these groups and ways to improve meeting the children's needs academically and socially. It is the role of the SENDCO to organise these meetings.

#### **25. Funding for SEND support**

This school has an amount identified within its overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

This school, as part of its normal budget planning, determines the best approach to using resources to support the progress of pupils with SEND. The SENDCO, Head teacher, School Business manager and governing body have a clear picture of the resources that are available and consider their strategic approach to meeting SEND in the context of the total resources available.

This enables the school to provide a clear description of the types of special educational provision they normally provide which helps parents and others to understand what they can normally expect the school to provide for pupils with SEN.

## Appendix 1

The following documents have informed this guidance which you may find helpful:

- Special educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education  
[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
- Surrey SEND 14 Toolkit for Pathway and EHC Plans
- Surrey Ordinarily Available Provision information  
<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>
- Surrey Provision Management Tool:
  - Primary
- Equality Act 2010
- Surrey Local Offer Website:  
[www.surreysendlo.co.uk](http://www.surreysendlo.co.uk)

Related guidance that organisations may find it helpful to consider are:

- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education Please refer to our Supporting medical needs policy
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Anti-Bullying guidance – please refer to the Anti-bullying policy
- Dealing with complaints – section 14 – please refer to our Parents Concerns
- Safeguarding guidance – please refer to our Child Protection and Safeguarding Policy

## Appendix 2

- NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN ([www.sendgateway.org.uk](http://www.sendgateway.org.uk)).
- The Excellence gateway provides access to resources to support professional development in the FE and Skills sector ([www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)).
- Early Support provides a range of information materials to families and professionals [www.ncb.org.uk/earllysupport](http://www.ncb.org.uk/earllysupport)
- The following organisations provide advice, information and training on specific impairments:
- The Autism Education Trust for children and young people on the Autism Spectrum ([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk))
- The Communications Trust for speech, language and communication difficulties ([www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk))
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties ([www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk))
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment ([www.natsip.org.uk](http://www.natsip.org.uk))
- MindEd ([www.minded.org.uk](http://www.minded.org.uk)) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.