

Special Educational Needs Information Report

September 2020

SACRED HEART PRIMARY AND NURSERY SCHOOL

Date the policy was agreed by Governors

If you wish to discuss your child's special educational needs please contact Miss. Vicky Moore, SENCo on 01702 534546

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, emotional and mental health,
 - Sensory and/or physical needs.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At Sacred Heart school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs (SEN) for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when a pupil needs help if:

- Concerns are raised by parents or carers,
- Concerns are raised by external agencies, teachers, the pupil’s previous school or the pupil themselves, relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs
- Additional more specialised school assessments indicate barriers to learning
- Assessments the school use are;

YORK assessment of reading for comprehension, MALT standardised mathematics assessment, SANDWELL Early Numeracy test, Dyslexia Screening test, BPVS British Picture Vocabulary scale, ASTON INDEX test for diagnosis of language difficulties, Strengths and difficulties questionnaire, Renfrew Language scales, Boxall Profiles.

Parents may also contact the SENCo or the Head teacher directly if they feel this is more appropriate.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, SENCo and subject leads
 2. ongoing assessment of progress made by pupils with SEND included in whole school tracking,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil, parent and teacher feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records
 7. pupil's opinions on personal progress and differentiated work.
 8. home/school books will be organised if this form of communication is deemed beneficial to one or either parties.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils with SEND have individual targets. Targets and outcomes are developed with pupils and parents and are reviewed via the reporting system and the individual support plan (ISP) and also at events such as Termly Learning Conferences.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to attempt to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil
- Parents will be given advice how best to support the child at home
- Where it is decided during this early discussion that special educational provision is required to support increased progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher, Senior leadership team and SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Where greater clarification is needed additional assessments will be carried out, usually by the SENCo, using the school's bank of assessments
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on an Individual Support plan (ISP) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this will take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil/CT where appropriate.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral through early help family support assessment (EHFSA) or directly to:

1. Educational Psychology service
2. Specialists in other schools e.g. Special schools.
3. Social Services
4. Health partners such as School Nurse, Speech therapists, Occupational therapists and Emotional Wellbeing and Mental Health Service (EWMHS)

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will pupils be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)

Sacred Heart School uses pupil profiles for children with SEND. These are completed by the pupils, often with an adult scribing, and identify their abilities and strengths, their personal aims and the actions they prefer to be taken by the school to reduce barriers to learning and social success.

Pupils are also invited to some stage of their ISP meetings and the whole of Termly Learning conferences. Pupils are encouraged to talk about their learning and celebrate their success.

How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' achievement levels to differentiate tasks to promote progress for every pupil in the classroom.
- These differentiated approaches may be needed in all areas of the curriculum or just in specific areas of difficulty.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum and build confidence more easily.

- These adaptations may include strategies suggested by the SENCo and/or external specialists and may include differentiation through;
 - content
 - process
 - product
 - learning environment
- Desired outcomes and small steps towards these will be recorded on a termly reviewed ISP.
- Children with SEND will also have a pupil profile which will record their preferred ways of learning and areas the child feels they need additional help in
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Progress towards the identified outcomes will be shared with parents termly through feedback at ISP reviews.
- The school reporting system keeps parents informed termly (November, March and June) regarding attainment and effort.
- Two Termly Learning conferences take place at which the child is present with the parents and teacher to discuss progress.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01702 534546

How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- The class teacher, HT or SENCo may suggest additional ways of supporting your child's learning at home.
- The school organises some parent workshops and information evenings during the year. These aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.
- The LIVEWELL website is a useful source of local information as is the Southend Learning network. <https://livewellsouthend.com/kb5/southendonsea/directory/home.page>
- <http://www.southendlearningnetwork.co.uk/>

How will the school evaluate the effectiveness of the SEN provision made for pupils? (Schedule 1: Point 3)

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. For pupils an Education and Health Care plan these comments are recorded at least annually. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with governors and be judged by external moderators such as Ofsted.

At Sacred Heart school we also measure effectiveness through soft qualitative data to evaluate progress in areas such as confidence and self-esteem.

What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- School staff are empathetic and observant and recognise that well-being and mental health are everyone's business.
- Any concerning changes to the pupil's behaviour are reported to the Designated Safeguarding Lead (DSL)
- Following this referral conversations are had with either the child, parent or both.
- Further referrals are made if it is felt necessary.
- The school has a whole school behaviour system which monitors pupil's behaviour. Additional interventions are put into place where there is a need. Every possible effort is made before exclusion is considered.
- Policies and procedures for administration of medications considered in section below.
- Pupil safety is considered of upmost importance in and outside the school. Risk assessments are carried out whenever pupils leave the building. Health and safety checks are up kept updated.
- Pupil voice mechanisms are in place through a variety of school councils.
- Interventions to support pupil's well-being are delivered to targeted pupils by outside agencies.
- Pupils who find outside class times or whole school assemblies difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills and integrate them gradually.
- The school has gained advanced Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The pupils have an anti-bullying charter and pupil safety is audited annually.

“The school gives child protection an appropriately high profile and takes prompt and decisive action where necessary.”
Ofsted 2016

Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse (Ms Tina Hurley) and parents and, if appropriate, the pupil themselves.
- All relevant staff will have a copy of the child's plan.
- All staff have a copy of Medical notes for all pupils in the school which includes a photograph of the child, a brief description of their medical condition and what intervention is available and necessary
- A copy of the plan will also be found in the schools medical room
- All staff have a copy of any specific dietary needs pupils at the school have.
- Staff who volunteer to administer and supervise medications complete formal training (June 2017- 3 staff have a certificate to enable them to administer Buccal Medazolan to a pupil).
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.
- September 2020 fourteen members of staff have a Certificate of Paediatric First aid

What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support

These include;

- Occupational Therapy
- Speech therapy
- Behaviour Support team
- Specialists from Local Special schools
- Educational Psychology
- Children's counselling service (Brentwood Children's Society)
- Family support services
- School nurse
- Diabetes support team
- Anaphylactic support team
- Epilepsy support team

Specialist expertise is secured through:

- Support from external agencies to up-skill staff.
- In-house training through staff meetings and inset days
- Training courses.

What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

In the last three years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to support staff on:

- Supporting children with all levels of numeracy including SEND
- Basic Team teach principles
- Enhanced training has been provided to Higher Level Teaching Assistants (HLTA)
- Elklan Speech and Language programme
- Dyscalculia
- Autistic spectrum
- Occupational therapy training

Specialist training has been undertaken by the SENCo in the form of the National Award for SEN Coordination.

The school arranges regular visits from SEN specialist teachers and the Behaviour Support Team when necessary who provide advice to staff support the success and progress of individual pupils.

The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

Occupational therapists/physiotherapists visit pupils regularly where a programme has been set up and train a member of staff to implement the programme.

The SENCO attends cluster group meetings, termly SENCo Borough meetings and yearly SEND conferences.

Relevant staff have had training for supporting pupils with diabetes and anaphylaxis, and administering medication to an epileptic pupil.

How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- The school offers all children the opportunity to engage in a range of before school and after school clubs
- A breakfast club is available every day.
- During the course of the academic year children are also involved in a variety of educational trips.
- Older KS2 pupils go on short residential activity courses.
- At the end of the academic year, as a reward for good behaviour and effort, KS1 have a Bouncy castle day and KS2 visit Adventure Island.
- No pupil with SEND to date has ever been excluded from any school activity or extra-curricular event.
- Every possible adaptation is made to ensure that all pupils can engage in some way.
- Meetings with parents determine parents and pupil's wishes and concerns and each event will be treated individually.
- Parents of SEND are consulted and involved in the planning of any necessary adaptation.
- Parents are invited to join the activity if their presence is deemed necessary or beneficial to the child.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity or a suitably adapted version.
- If a child with SEND needs supervision during play and lunchtime this is put into place.

How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

- All steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Non reflective laminate is available for notices
- Ramps have been included in the new build to ensure the site is accessible to all and there is also a ramp from KS1 building to the playground and brick paved ramps to the outside are from classrooms in KS2.
- One toilet in the reception area has been adapted to ensure accessibility for visitors with a disability.
- There are two other disabled toilets - one in each key stage
- A medical room provides a safe place for insulin testing/injections and for children who are feeling unwell.
- The stairs to the upper KS2 rooms have yellow non-slip grips

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

- The school has classrooms upstairs that are only accessible by stairs but when necessary learning has been transferred to ground floor to accommodate pupils with SEND
- The rest of the school is fully wheelchair accessible
- The school has disabled changing and showering facilities
- Where deemed beneficial by medical practitioners additional equipment has been purchased by the school to aid accessibility.
- As the school does not have parking for staff there are currently no disabled parking bays available
- Adaptations will be made wherever possible for all pupils with SEND such as providing quieter rooms and working stations for pupils with Autistic Spectrum

How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with parents of new pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- The SENCo's from possible receiving schools will be invited to attend this review.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Additional accompanied visits to other providers may be arranged as appropriate.
- Additional planned transition visits are arranged for the pupil once parents have accepted a place.
- The SENCos from both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- All primary school records are sent to the receiving school.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to learning.
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
 3. Out of class support (relationship building, social, emotional skill development)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families.
 6. Provision of specialist resources or equipment.
 7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
 8. Access to targeted before/after school clubs (breakfast, homework, confidence building drama)
 9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (eg Brentwood Children's society) and community sources.
 11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who have claimed Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SLT, SENCo, class teacher and parent.

Types of support available may vary from year to year but generally include:

Small group mathematics

Small group literacy

Additional small group KS1 phonics intervention

KS1 basic skills group

KS2 SEND literacy and Numeracy group

KS1 language groups

Fine motor skill programmes

Daily reading support

Word attack

Counselling

Mentoring

Additional fitness programme

Specific individual OT programmes

Specific individual speech programmes

- This provision will also be somewhat dependant on the availability of support staff and resources and needs of other pupils.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- Discussions are also had with parents as to the ratio of time pupils would most benefit from time outside and inside the classroom and the relevant impacts.
- When pupils have been heavily supported throughout their school life school are mindful to slowly reduce the support to encourage more independence particularly in Y5/6

How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member and at termly ISP reviews,
- During Termly learning conferences,
- Meetings with support staff and external agencies.

How are looked after children (LAC) with SEN supported

Children who are looked after have a Personal Education Plan (PEP) with targets that are set between the child, carer, class teacher, designated teacher, social worker and Local Authority. These targets are reviewed termly. If the looked after child has a SEN need, the PEP will reflect this in the targets in line with the school's ISPs.

Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo, Miss Vicky Moore
- The Head teacher, Mrs Janet Mullally
- The Assistant Head teacher, Mr Larry Bragard

For complaints, please contact the School Governor with responsibility for SEN. The Governor can be contacted via the school office on 01702 534546

Information on the school's complaints policy can be found on the school's website at <http://www.shcps.co.uk>

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

<https://livewellsouthend.com/kb5/southendonsea/directory/home.page>

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>