

Special Educational Needs and Disability (SEND) Policy

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Contents

1	Overall aims	3
2	School Arrangements – Basic information about the school’s SEND Provision	4
2.1	Defining disabled children and young people	4
2.2	Aims and Objectives.....	4
2.3	Roles and Responsibilities.....	5
2.4	Co-ordinating and Managing the provision	5
2.4.1	Role and Responsibility of SENCo:	5
2.4.2	Role and Responsibility of the Subject Teacher (DFE Teachers Standards, 2012)	6
2.4.3	Role and Responsibility of the Senior Leadership Team (SLT).....	6
2.4.4	The Role and Responsibility of the Governing Board	6
2.5	Admission Arrangements.....	6
2.6	Special Facilities for SEND	7
3	Identification, Assessment and Provision – information about school policies for the identification, assessment and provision for all students with SEND	7
3.1	Allocating and Managing Provision.....	7
3.1.1	Students on the SEND Register with EHCPs (E)	7
3.1.2	Students on SEND Register with SEND Support [K]	8
4	Identification, Assessment and Provision – information about the school policies for the identification, assessment and provision for all students with SE.....	8
4.1	Transition Arrangements and Mid-Term Admissions.....	8
4.2	Graduated Approach – Assess, Plan, Do and Review	9
4.3	Curriculum Access and Inclusion	10
4.4	Evaluating Impact	10
5	Partnership within and beyond school – Information about the school’s staffing policies and partnership with bodies beyond the school.....	10
5.1	Staff Development and Performance Management / Appraisal	10
5.2	Links with other agencies.....	11
5.3	Partnership with parents / carers.....	11
5.4	Student Voice.....	11
5.5	Working with other schools and transition	12
5.6	Monitoring and Evaluation	12
5.7	Complaints Procedure	12
6	Conclusion.....	12
	Appendix A: Key points contained within The Special Needs and Disability Code of Practice (2014)	13
	Appendix B: Glossary of terms used in this policy.....	14



‘All teachers are teachers of students with special educational needs’

1 Overall aims

At Carrington School we believe that all children and young people (aged 0 to 25) should have the same opportunities for learning and success. Those students whose additional educational needs have been identified will be supported and taught by a variety of methods in order to reach their full potential.

We aim to:

- Ensure learners feel safe and adopt safe practices
- Ensure learners enjoy their education
- Encourage learners to make a positive contribution to the community
- Aid learners to prepare for their future economic well-being.

The SEND Policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Surrey SEND Partnership Strategy 2019-2022, incorporating the Graduated Response to SEND & The Surrey SEND Profiles of Need (October 2019)
- SEND Code of Practice 0 – 25 (June 2014)
- Article 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities (CRPD) (2006)
- Schools SEN Information Report Regulations (2014)
- Equality Act (2010): advice for schools DfE (February 2013)
- The Special Educational Needs and Disability Regulations (2014) (linked to clause 64)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Teachers Standards (2012)

This policy accepts the definition of SEND as set out in SEND Code of Practice (July 2014)

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age; or
- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Students will have needs and requirements, which may fall into at least one or the following four areas of need:

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



Many students will have more than one area of need. The Surrey SEND Profiles of Need (October 2019), part of the Surrey SEND Graduated Response, will be used to

- further define specific difficulties within these broad categories
- plan specific interventions to support those needs and promote progress against objectives and targets set
- identify the need for any external agency support

2 School Arrangements – Basic information about the school’s SEND Provision

2.1 Defining disabled children and young people

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act (2010) they will be additionally covered by the SEND definition (xvi: New Code of Practice 2014).

2.2 Aims and Objectives

Inclusion: Carrington School aims to raise aspiration and achievement for all by means of the provision of high quality learning. To this end, the objectives of the school’s provision for students with SEND are to:

- Welcome students with SEND into the school and meet their needs in a positive manner, accepting the part that our expectations and attitudes play in affecting a student’s self-esteem and in overcoming aspects of SEND;
- Identify and assess students with SEND as early as possible ensuring that there is careful monitoring and assessment of all students throughout their schooling;
- Address the needs of identified students’ needs through the graduated approach as set out in the New Special Educational Needs Code of Practice 0-25 Years (March 2014) and the Surrey SEND Partnership Strategy 2019-2022;
- Ensure that parents / carers and students are fully participative in the process;
- Provide the greatest possible access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of those children and young people identified as having SEND;
- Involve support agencies where this is appropriate.

We will achieve these objectives by:

Celebrating diversity and valuing all achievements through positive reinforcement, as well as regular celebrations of success which give equal status to social, emotional, cognitive and physical achievements and so enable all children to feel valued for their efforts;

- Planning and delivering suitably differentiated lessons, with teachers ensuring they set suitably challenging targets and monitor progress against National Curriculum levels or a suitable equivalent;



- Identifying students with SEND through teacher observation and assessment; individual assessment linked to specific areas of SEND needs; degree of progress in relation to whole school data collection; KS2 transition data and liaison from previous schools;
- Consultation with, and information gathering from parents/carers and students;
- Planning and reviewing SEND plans [using One Page Profiles] for identified students on a termly basis, involving both parents / carers and students as much as possible so that they understand the provision that is in place and the progress made;
- Planning, implementing, assess, reviewing and reporting on programmes of intervention that meet the needs of students identified as having SEND where required, including the effective and efficient deployment of SEND Teaching Assistants linked to students with EHCPs;
- Supporting and advising staff by providing them with information on students' learning needs and advice on how these needs may be met in lessons, via INSET, briefings, electronic information transfer & storage and discussion;
- Ensuring that there is a SEND Development Plan which reflects the training needs of staff and feeds into the School Development and School Improvement Plans;
- Seeking advice from external agencies and making appropriate referrals.

2.3 Roles and Responsibilities

'All teachers have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them' (Teachers' Standards, 2012)

At Carrington School:

- All Subject Teachers are kept informed about students with SEND by way of the SEND Register, which is updated regularly, with those updates communicated to all Staff. One Page Profiles are also used to give Subject Teachers specific strategies and guidance about how best to support a student within their class. Staff will then make their own arrangements for differentiation as appropriate, with guidance and support from their subject teams, SENDCo and the Learning Support Faculty.

2.4 Co-ordinating and Managing the provision

2.4.1 Role and Responsibility of SENCo:

- Strategic Lead for SEND including budget and the day-to-day operation of the school's SEND Policy
- To keep staff informed (by means of the SEND Register) of the details of those students with SEND
- To identify students requiring SEND support (K) and those students with Educational Health and Care Plans (EHCPs)
- To advise colleagues on SEND matters and differentiation and contribute to INSET of all staff
- To co-ordinate appropriate support for students with SEND requiring additional provision
- To inform and liaise with parents / carers
- To liaise with external agencies
- To manage the Learning Support Faculty consisting of Teaching Assistants (TAs), the Deputy SENCo, the EAL Coordinator (a TA), the Code of Practice Coordinator and the SEND Coordinator
- To support, monitor and arrange training of staff in the Learning Support Faculty
- To regularly monitor the progress and development of students on the school's SEND Register



- With the assistance of the Deputy SENCo, to write and review provision for all students with intervention that is additional to and different from that of peers within the classroom setting
- To arrange and run Annual Reviews for students with EHCPs, preparing and submitting required reports to the LA
- To report to Governors on the SEND Code of Practice and SEND resourcing as required
- To work with the Assistant Head for Quality of Inclusion, the Headteacher and Governors to ensure the school meets its responsibilities under the Equalities Act (2010)

2.4.2 Role and Responsibility of the Subject Teacher (DFE Teachers Standards, 2012)

- Adapt teaching to respond to the strengths and needs of all students;
- To liaise with TAs to ensure quality provision for students with SEND;
- To know when and how to differentiate appropriately, using approaches which enable students to be taught effectively showing an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- To have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- To have a clear understanding of the needs of all students, including those with SEND; those of high ability; those with English as an Additional Language (EAL); those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

2.4.3 Role and Responsibility of the Senior Leadership Team (SLT)

- Oversee the day-to-day management of the SEND policy in the school across subjects;
- Allocate and monitor appropriate resources for SEND from the delegated budget and devolved statement funding together with the Assistant Headteacher for Quality of Inclusion and the SENCo;
- Monitor teachers' planning and practice with regards to SEND;
- Monitor students' progress.

2.4.4 The Role and Responsibility of the Governing Board

- To nominate a specific Governor with responsibility for SEND;
- To ensure that the best possible provision is made for all students with SEND, reporting annually to parents / carers on the school's SEND Policy;
- To ensure the integration of students with SEND within the school community, ensuring that the budget for SEND is allocated appropriately.

2.5 Admission Arrangements

- Carrington School follows the general principle in law that young people with SEND should be educated in mainstream settings providing the needs of the student can be met (See Carrington School Admissions Policy)
- Students with an EHCP are entitled to name their school of choice. All children with SEND have a right to be educated in a mainstream school with appropriate support, unless one of the following exceptional criteria is met, as outlined within the SEND Code of Practice:
 - 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.



2.6 Special Facilities for SEND

- Where facilities allow, specific rooms will be allocated for an SEND resource base, learning support, a base for vulnerable students and specialist teaching
- Assistive technology e.g. laptops, voice to text software, examination reading pens, spellcheckers

Carrington School provides toilet facilities for disabled students, in:

- The bottom floor of the N block (2019-20)

3 Identification, Assessment and Provision – information about school policies for the identification, assessment and provision for all students with SEND

3.1 Allocating and Managing Provision

Having regard to the SEND Code of Practice (2014), Carrington School endeavours to match the provision for students with the nature of their needs and to record the students' SEND, the action taken and the outcomes. The SEND Register lists those students identified at one of the 4 levels of the SEND Profile of Need: Universal, School SEND Support [K]; Specialist SEND Support [K] & EHCP [E]. The allocation of resources is based on the levels of a student's SEND using the graduated approach set out in the Revised Code of Practice (July 2014) and The Surrey Strategic Partnership Strategy 2019-22. The Local Authority (LA) audits the number of students on EHCPs and provides top-up funding to be allocated alongside c. £10,000 expected to be used from the school's delegated budget, to meet the needs of these students. This is monitored annually at EHCP Reviews via costed provision maps and by the allocated Surrey SEND Case Worker & Case Management team.

Funding for SEND therefore includes the following:

- A core budget – which is based on the total number of students in the school
- An expectation that a minimum of an additional £56000 is to be used from delegated funding to meet the needs of high-level students at SEND K
- Additional and top up SEND funding – for those students subject to EHCPs which may include
- a personal budget (authorised by the LA for high needs students on EHCPs only)

The new Code of Practice 6.1 and 6.3 states that all children and young people are entitled to an education that enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful contribution into adulthood, whether into employment, further or higher education or training.

3.1.1 Students on the SEND Register with EHCPs (E)

- Provision is made according to the needs outlined in the EHCP. This may include specialist teaching / support (1:1 or in a small group) and/or TA support in class;
- Annual Reviews are held to decide on appropriate provision for the following year. Parents / carers, Subject Teachers and Tutors are expected to contribute to this review;
- Transition Reviews are held at the end of Year 9 and Year 11, with attendance from specifically-nominated SEND Case Workers for each transition stage;



- Students with EHCPs are listed on the SEND Register and Subject Teachers should make additional provision by differentiation in class and for homework tasks, as appropriate;
- Copies of EHCPs are kept securely in the SEND administrative office and are stored electronically

3.1.2 Students on SEND Register with SEND Support [K]

- Needs are assessed in consultation with parents / carers and the student;
- The Educational Psychology Service / Children and Adolescent Mental Health Service (CAMHS) / Speech And Language Team (SALT) / Language & Learning Support Service [LLS] and ASD Outreach may be involved and may suggest strategies for support;
- The SENCo & Deputy SENCo may be involved with those students who would benefit from individual or small-group targeted support;
- TAs, who work under the guidance of the SENCo and Subject Teachers in their allocated lessons support students as required;
- All provision is reviewed regularly in consultation with parents / carers and Learning Support Faculty staff (Teachers and TAs)
- One Page Profiles developed with students identified as requiring SEND support in class will be circulated to staff with suggested teaching & support strategies. Faculties will devise subject specific Provision Maps to address the additional needs, as appropriate
- Additional SEND information is kept electronically for reference;
- A reading programme (the details of which may vary from year to year) may be offered to all students identified as falling more than two years behind in reading;
- Directors of Faculty, Subject Leads and Subject Teachers monitor progress and refer to the Learning Support Faculty if appropriate.

4 Identification, Assessment and Provision – information about the school policies for the identification, assessment and provision for all students with SE

4.1 Transition Arrangements and Mid-Term Admissions

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school.

For KS2-3 transfer, the SENCo and Deputy SENCo will liaise, contribute to and be part of the school's transition planning for students transferring from primary schools, working together with the Head of Year 7, SENCos of feeder primary schools and parents. The emphasis at all times will be on gathering relevant information; transferring information for timely use by receiving teachers and establishing an initial Year & SEND Register for the start of the academic year. This will be revised during the first half of the autumn term, once whole-year literacy assessment and subject-based benchmarking/assessment has been completed.

For students joining the school at times other than the start of year 7, there is a structured Transition Programme / Transition Action Plan to be used by the Pastoral Team. Additionally, some students may enter via Mid-Term Admission and the Fair Access Panel (FAP). Parent / carer involvement in this process will be critical to supporting a successful move.

All students are tested for basic literacy (reading comprehension and spelling accuracy) as part of the interview process, with results being given to Heads of Faculty to assist with subject class allocation. These tests are carried out by SEND Administrators, who liaise with the Student Support Team to ensure efficient receipt of school files & any



SEND files from the previous school. Additional EAL assessments are available for use as needed when welcoming an entrant with little/no English.

Further individual assessments, including specific psychometric tests are used if there is not sufficient prior data to identify their specific SEND need.

Appropriate staff will attend Induction and Transition Evenings so that parents / carers can establish a first point of contact.

During the Autumn Term, the Learning Support Faculty will observe new students in a variety of settings to ensure that all students who experience barriers to learning are identified. One Page Profiles will be produced and circulated and parents consulted with, according to the levels of need identified. In addition, students may also be identified by:

- Individual Teaching Staff;
- Self-referral;
- Referral by their parents / carers.

Early identification is important to enable appropriate resources to be put in place. Subject Teachers can refer concerns about students to their Subject Leads/ Directors of Faculty who in consultation with the Learning Support Faculty and the SENCo will gather information (via questionnaires, data analysis and parental / carer consultation) to establish the levels of need.

4.2 Graduated Approach – Assess, Plan, Do and Review

Following the identification of a student's additional SEN, the Learning Support Faculty team will then assess the student's needs and advice on the drawing up of a plan of intervention. The Subject Teachers remain responsible for working with the student on a daily basis and providing differentiated work as appropriate.

A lack of progress by the student against targets set will lead to a need for the SENCo/Deputy SENCo to arrange more intensive support for the student. This may be in the form of:

- School-based specialist teaching, using Learning Support Faculty staff, in small groups/pairs/individually as appropriate, to further address a specific learning-based need e.g. initial reading fluency; spelling accuracy; language development as advised by the Speech & Language Therapist
- Support during non-lesson times with self-organisation & self-management eg. for those with ASD and processing difficulties
- Seeking advice from outside agencies: following which, the SENCo/Deputy SENCo will draw up an plan that includes the advice from these outside agencies and which shows different strategies from those used previously;
- This is shared / determined with both students and parents / carers. Progress is reviewed regularly. The intervention is additional to and/or different from the normal differentiated curriculum.

It will also:

- Include detailed strategies that should be employed in class to enable access to the curriculum;
- The delivery of the strategies continue to be the responsibility of the subject teachers. The SENCo should take the lead in planning any further assessment of the student, planning future interventions with the student in discussion with colleagues, and monitoring and reviewing the action that is taken.



- If the school, parents / carers feel that the student has continuing and long-term needs that require further identification from a multi-disciplinary team, the school, parents / carers may request a Statutory Assessment from the LA, who will collect evidence and reports from all parties and make a decision as to whether they will proceed with the assessment. In order for such a request to be considered, a costed provision plan has to show a 'spend' of at least £6000 over and above AWPU, with those costed interventions being additional to and/or different from the normal differentiated curriculum.

Section 7.2 of the SEND Code of Practice (2014) states the following people have a specific right to request the local authority conduct an education, health and care needs assessment for a child or young person aged 0-25:

- The child's parent / carer (or advocate on their behalf)
- The young person over the age 16 (or advocate on their behalf)
- A person acting on behalf of the school (this should be with the agreement of the parent / carer or young person where possible).

4.3 Curriculum Access and Inclusion

Carrington School strives to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos – *“with appropriate strategies and support nearly all children with SEN can be successfully included in mainstream education”*;
- Broad and balanced curriculum for all students – with appropriate differentiation;
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students.

4.4 Evaluating Impact

Progress will be evaluated through:

- Monitoring of classroom practice by SENCo / Subject Leads / Heads of Faculty / Heads of Department / SLT;
- Referral data analysis;
- Analysis of student tracking data and test results including End of Key Stage 2 and Key Stage 3 results, internal assessments and GCSE;
- The School Development Plan

5 Partnership within and beyond school – Information about the school's staffing policies and partnership with bodies beyond the school

5.1 Staff Development and Performance Management / Appraisal

Whole school needs may be identified and discussed when the objectives of the SEND policy are reviewed. The Assistant Headteacher – Teaching and Learning will be alerted to the training needs of staff, suggesting training courses and liaison with the Headteacher. Measures include the following:

- The SENCo keeps abreast of new developments in SEND as set out in the SEND Code of Practice (2014);
- Regular liaison takes place for the SEND team in weekly Learning Support Faculty meetings;
- School staff are kept abreast of SEND issues at staff meetings at least annually;



- Additional INSET time may be made available as required to disseminate new information
- Inclusion of SEND requirements in School Development Plan
- The SENCo attends LA sponsored training regularly (e.g termly SENCO Network Meetings), alongside other agreed training courses attended by the SENCo/Deputy SENCo, to share and discuss latest developments with colleagues;
- The Assistant Head for Teaching & Learning is responsible for SENCo's Performance Management / Appraisal in liaison with the Headteacher.

5.2 Links with other agencies

- Elements of the Surrey STIPs Team [Specialist Teachers for Inclusive Practice] are available to be bought in, if required, to help with assessment, advice and/or some direct work with children who have learning or social, emotional and mental needs;
- The Speech and Language Team (SALT) / Visual Impairment (VI) Team/ Hearing Impairment HI Team are asked for help with children with language impairment or visual or hearing difficulties;
- The school's attached ASD Outreach Team, based at Limpsfield Grange School, is available via referral to consult with young people with autism, their parents and school, to give advice and support strategies to staff and parents for minimisation of barriers to learning and emotional development
- An independent Educational Psychologist (EP) may be bought in to observe, assess and report on students referred by the SENCo/Deputy SENCo, following agreement by the Headteacher for payment of such costs (currently c. £600+ per day). The school's LA-attached Educational Psychologist has responsibility to be involved with those with statutory EHCPs and other high-need students at K identified by the SENCo/Deputy SENCo. LA-based EP availability is governed by the levels of statutory requirements within the SEND 'quadrant' in Surrey (e.g. the South-East quadrant).
- Referrals to CAMHS are made using the CAMHS online portal, by members of the pastoral and Learning Support teams as appropriate.

5.3 Partnership with parents / carers

Parents/carers of students in each Year Group may make appointments to see the SENCo/Deputy SENCo at Parent Consultation Evenings (one per year) and at other times as offered by the SENCo/Deputy SENCo;

- Parents/carers are informed of the school's decision to offer support for their child by letter or telephone call;
- Parents/carers are encouraged to discuss concerns at any point. This is an important part of the SENCo's role.

5.4 Student Voice

- All students should be involved in making decisions where possible. The ways in which they are involved will change as they gain maturity, and we are sensitive to their feelings. We are aware that students at secondary level are striving to gain some independence and we would want to encourage independent learning with background support still available;
- All students are invited to express opinions about types and frequency of support;
- At Carrington School we encourage students to participate in their learning by talking about their difficulties in particular lessons and their feelings are always taken into consideration
- At the termly Student Review Meetings, students and their parents/carers are invited to discuss their targets with the Learning Support Faculty and SENCo, where appropriate.



5.5 Working with other schools and transition

- Carrington School has a large number of feeder schools, from Surrey and neighbouring boroughs. Strong links with these schools are fostered wherever possible
- The SENCo attends the Surrey SENCo forum and Secondary SENCo meetings;
- The SENCo completes requests from Sixth Form Colleges and forwards information regarding students with SEND.

5.6 Monitoring and Evaluation

This SEND Policy will be subjected to a regular cycle of monitoring, evaluation and review. The Governing Board will annually consider and report on, the effectiveness of the school's work on behalf of students with SEND. Success indicators will include the following:

- The culture, practice, management and deployment of resources in the school are designed to ensure that the needs of all students are met;
- SEND students are identified early;
- Best practice is explored when devising intervention;
- The wishes of the student are taken into consideration;
- Parents / carers and educational professionals work in partnership;
- Intervention for each student is reviewed regularly;
- There is evidence of movement between the 4 stages of the SEND Register

5.7 Complaints Procedure

In the first instance, matters of concern regarding SEND should be referred informally to the SENCo. Parents / carers will initially make contact with the child's Tutor who will then liaise with SENCo. The SENCo will address the matters of concern. If the issue is not resolved satisfactorily, the Headteacher should be consulted in writing. The matter then becomes subject to the school's Complaints Procedure.

Parents / carers of students with an EHCP are put in contact with the support and advocacy organisations from Surrey LA, when the school is unable to resolve their complaint. Parents / carers of students with additional need may also be put in touch with support and advocacy organisations from Surrey LA. Surrey LA has its own complaints and mediation procedures which may also be invoked.

6 Conclusion

The school will make its best endeavour to provide for the needs of all its students in a community that is inclusive and supportive of the needs of the individual. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's notional SEND budget or as supplemented by the local authority for those students with EHCP or existing statements.



Appendix A: Key points contained within The Special Needs and Disability Code of Practice (2014)

- The Code of Practice (2014) covers the age range 0-25 and includes guidance relating to disabled children and young people as well as those with special educational needs
- There is a clearer focus on the participation of children and young people and parents / carers in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEND
- There is guidance for education and training settings on taking a graduated approach to identifying and supporting students with SEND at Universal, School SEND Support, Specialist SEND Support & Statutory (EHCP) stages
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act (2010)
- Information is provided on relevant provisions of the Mental Capacity Act (2005)

It can be found online at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Further advice and information can be obtained from:

<http://www.Surrey.gov.uk/education/special-educational-needs/>

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>



Appendix B: Glossary of terms used in this policy

TERM	DEFINTION
SEND	Special Educational Needs and Disabilities as defined by the SEND Code of Practice (2014)
SENCo	Special Educational Needs Co-ordinator
LEARNING SUPPORT FACULTY	Learning Support Faculty
TA	Teaching Assistant – offering both in-class and out-of-class support as determined by the SENCo
ASD	Autistic Spectrum Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
SLT	Senior Leadership Team comprised of the Headteacher, Assistant Headteachers, Director of Business and Financial Management; Directors of Faculty

