



Join the faith and learning journey



ST ANTONY'S R C PRIMARY SCHOOL

OUR MISSION STATEMENT

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

POLICY NAME: - SEND POLICY

Adopted by Governors: (signed on hard copy)

Date:September 2025.....

Review date: ...September 2027.....

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. These difficulties may be sensory, cognitive, physical, social or emotional and some children have complex needs which cover a range of difficulties. This is in-line with The Special Educational Needs (SEN) Code of Practice, revised in 2015 (see also disability policy). Some pupils find work difficult because their first language is not English however, this is not a SEN need. They do not have special educational needs unless they also have a learning difficulty.

A GRADUATED RESPONSE TO SEN

All staff have responsibility for identifying pupils with SEN but class teachers have overall responsibility for ensuring that the curriculum is adapted with Quality First Teaching and delivered in an inclusive way. The SEN Co-ordinator will liaise with teachers, parents and outside agencies, as necessary; to ensure that children with SEN have their needs met.

Special Educational Needs and Disabilities Policy

Special Educational Needs Policy

The children, staff, governors and parents of St Antony's Roman Catholic Primary School believe that every person is created in the image and likeness of God. This belief inspires and encourages the values which are lived out every day in school.

We strive to create a distinctive Catholic ethos, which is the result of the confidence and mutual respect of Christian relationships in which prayer, worship and spirituality have a central place.

We are committed to providing equal opportunities for all of our children and continue to develop an inclusive school, respecting the unique qualities that each child has to offer. We hope that every child feels valued and able to develop academically, socially, emotionally and spiritually, to the best of his / her ability.

We believe that the school, parish and local community are at the centre of our lives but we also have responsibilities towards the wider communities of Blackburn and the Salford Diocese.

At St Antony's Roman Catholic Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

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1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum, in-line with the Special Educational Needs Code of Practice (2015)

Objectives. The school will:

- Ensure Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- To value all the pupils in our school equally and ensure all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- To offer high quality support to ensure that all identified needs are met within the available resources in school.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To affirm the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on resources from the whole school.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), SEND Support Service, Educational Psychology Service, Speech and Language Therapy, ELCAS (East Lancashire Child and Adolescent Service).
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, residential visits, school plays, sports teams and a variety of extra-curricular clubs and Playground Partnership leaders in the playground.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Heather McGowan (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Alexandra Wildy (SENCO)

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The St Antony's R.C. Primary School SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their IEP's, Practical advice, teaching strategies, and information about types of special educational needs and disabilities. Information is also available through Blackburn's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Please refer to the information section of our school website for further information regarding our admissions policy.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, Senior Leadership Team and Governors to agree how the allocation of resources is used. Parents of a child with an Education Health and Care Plan may have the right to request a personal budget for their support. This budget can be used to buy in specialist special

educational needs (SEN) and disabled care for all or some of the provision outlined in the EHC plan. In each individual case, the benefits and responsibilities around the personal budget will be discussed with the family so that an informed decision can be made. For more information about the personal budget see the finance section of Blackburn's SEND Local Offer website

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Blackburn with Darwen that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Details of the St Antony's Local Offer can be found in the SEN section

of the school's website: www.stantonysrc.co.uk

8. Identification of pupils' needs

A graduated approach:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice 2015) The Code of Practice identifies 4 broad areas of need: (SEN Code of Practice, 2015)

1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health difficulties 4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

Note:

English as an Additional Language (EAL) alone is not considered a Special Education Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

9. Quality First Teaching

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored using our school assessment procedures.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SEN Co-ordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through assessment and observation it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

10. SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is

expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO in consultation with any external agencies as and when required.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

11. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Inclusion Support Service.
- Educational Psychology Service
- Parent Partnership Services
- School Nurse
- Social Services
- Speech and Language Service
- Occupational Therapist Service
- Specialist Teacher Services
- Specialist Outreach Services
- Paediatricians
- Other medical services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer: www.blackburn.gov.uk/SEND or by contacting the Blackburn with Darwen Special Educational Needs & Disability (SEND) Information, Advice & Support Service (IASS) on 01254 503049

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Blackburn with Darwen Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

12. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the local cluster group. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

The school leverages AI tools to enhance accessibility and inclusivity, specifically by adapting resources to meet the diverse needs, interests, and learning profiles of students with Special Educational Needs and Disabilities (SEND). Teachers and Special Educational Needs Coordinators (SENCOs) will collaborate to ensure that AI-driven adaptations are developmentally appropriate and that students are supported in distinguishing between automated content and factual information.

13. Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice as appropriate, around individual pupils, from external support services.

14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of a discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on Individual Education Plans (IEP's), which are updated when an intervention is changed and are reviewed either half termly or termly. These are updated by the class teacher and are monitored by the Headteacher and the SENCO. These reflect

information passed on by the previous class teacher, parents, SENDS Support as well as the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the class teachers along with the teaching assistants and the SENCO and information is fed back to everyone involved. This helps to identify whether provision is effective.

15. Supporting pupils in school with medical conditions

At St. Antony's RC School we recognise that pupils with medical conditions should be properly supported in order that they have full access to an education, including school trips and physical education. Any child with a medical condition has a care plan in place in school if the school nurse deems this appropriate. This plan is drawn up in partnership with the parents, school, school nurse and where appropriate, the child. These plans are regularly checked and kept up to date. All staff are familiar with the children in school who have specific medical conditions and are fully aware of how those children should be looked after both on a day-to-day basis and in the case of a medical emergency. Any specific training required to deal with a particular medical condition is delivered to all staff and some staff are first aid trained. Medication is kept in a central location and there are procedures in place for the administration of any medication held in school. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may also have special educational needs and may have a Statement, or an Education, Health and Care plan which brings together health and social needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is followed.

16. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. Training is delivered by the SENDS support team and also The National College where staff are sign posted to relevant training. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

17. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Headteacher and SENCO who will then inform the child's parents.

18. Working in partnerships with parents

At St Antony's Roman Catholic Primary School we believe that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

19. Links with other schools

The school works in partnership with the local SENCO Cluster group. This enables the schools to build a bank of joint resources and to share advice, training, development activities and expertise.

20. Links with other agencies and voluntary organisations

St Antony's RC Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Authority's Psychology Service
- Parent Partnership Services
- School Nurse (Class teacher also liaises)
- Social Services (Headteacher or CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Occupational Therapist Services (Class teacher also liaises)
- Specialist Teacher Services
- Specialist Outreach Services
- DLD Team
- SENDS Support Services
- SENDIASS

21 Roles and Responsibilities

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator.
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - a) analysis of the whole-school pupil progress tracking system
 - b) maintenance and analysis of a whole-school provision map/additional needs register.
 - c) pupil progress meetings with individual teachers
 - d) regular meetings with the SEN Manager
 - e) discussions and consultations with pupils and parents

Special Educational Needs Co-ordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of SEN pupils on school provision map/additional needs register.
- Identifying on this provision map/additional needs register a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with IPRA's or Education Health and Care plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting SEN pupils.
- Overseeing the records on all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an IPRA/EHCP.
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 SEN pupils on the provision map/additional needs register.
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of additional interventions for learners with special educational needs.
- Meeting **at least** termly with each teacher to review and revise learning objectives for all SEN pupils in their class who are being tracked on the school's provision map/additional needs register.
- Liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support SEN pupils.

Class teacher

By liaising with the SENCO to agree:

- Which pupils require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with IPRA's/EHC Plans) Securing good provision and good outcomes for all groups of SEN pupils by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduce linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”.

22. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

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

<http://search3.openobjects.com/kb5/blackburn/directory/localoffer.page>

23. Reviewing the SEN Policy

This policy will be revised and updated as necessary and appropriate to take account of local and national arrangements for the provision of SEN. This process will otherwise take place bi-annually in consultation with staff, governors and all other involved personnel.

Reviewed: September 2025

Adopted by Governors at the Full Governing Body Meeting

Next Review date: September 2027

Amended February 2026

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

Education Act 1996

	<i>SEN</i> Incorporates references to relevant sections of the Act.
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2005</i>
Disability Rights Code of Practice	<i>September 2002</i>
The Importance of Teaching – The Schools White Paper	<i>2010 (Reflects changes to SEN funding brought into effect April 2013)</i>
The Children and Families Act	<i>September 2014</i>