



Special Educational Needs & Disability Information Report 2025-2026 Updated September 2025

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1) Aims of the Information Report

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, mental and emotional health,
 - Sensory/physical.
- 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.
- To offer extended support to pupils and families during periods of school closures due to government guidelines.
- To ensure that additional support and provision is made to support home learning during periods of school closures due to government guidelines.

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

At our school we use the definition for SEND from the SEND Code of Practice (2014). This states:

Special Educational Needs: 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.

3) The kinds of SEND for which provision is made at Keelby Primary Academy

Children and young people with SEN have different needs, but the general presumption is that all children with SEN 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 Educational, Health care Plan (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.

During times of school closure due to Government guidelines, our school remains open to those pupils who have an EHCP in place, helping to ensure that the necessary provision can be offered in coordination with parents. Or alternatively, additional support, provision and guidance can be offered remotely via ClassDojo, phone, email and via the use of more specialised and individual support.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, 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

5) What should a parent do if it thinks their child may have SEND?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is Miss Tracey Whiting and whose contact details are available at the front of this form.

Parents may contact the SENDCo or the Principal directly if they feel this is more appropriate. The SENDCo is available via appointment by parents or carers, via contacting the office and a Teams meeting, phone call or face to face meeting can be arranged in line with the current social distancing guidelines

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.

6) How will the school support a child with SEND?

All pupils will be provided with high quality 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:

- classroom observation by the senior leadership team (SLT), (including the SENDCo) external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

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 have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

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 termly progress meetings that are undertaken between the class/subject teacher and a member of the SLT and if appropriate, the pupil themselves.

Additional action 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.

Where it is decided during this early discussion that special educational provision is required to support increased rates, 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 SEND 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/subject teacher/SENDCo 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.

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 SENDCo.

3. Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that 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.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice may 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 to:

1. Emotional Literacy Support Assistant
2. Specialist Teaching and Psychology Services
3. Education Psychologist
4. Specialists in other schools e.g. teaching schools, special schools
5. Health partners (such as School Nurse, Occupational Health, Physiotherapy Services, Child & Adolescent Mental Health Service, Healthy Minds)
6. Social Services

For a very small percentage of pupils, whose needs are significant and complex and the SEND 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.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil centred Graduated Approach Cycles. These are completed with the pupils and families at the heart and identify the pupils’ abilities and strengths, their personal aims and the actions required to be taken by the school to reduce barriers to learning and social success. Each term, this information will be

reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. The SENDCo meets with parents of pupils with SEND on a regular basis to review provision and discuss next steps. If due to current guidelines, face to face meetings are unsuitable, GPA documents can be emailed directly to parents and carers at their request.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using a class Provision Map which outlines pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- If a teacher has deeper concerns about a pupil that require interventions that go above and beyond high quality first teaching, the class teacher will invite the pupil's family in to school to discuss how best the curriculum and the learning environment can be further adapted to reduce barriers to learning and enable them to access the curriculum more easily. At this point Cycle 1 of the Graduated Approach document will be created. After a review period, and by following the KPA Graduated Approach flow diagram, the class teacher will decide to either keep monitoring the pupil on Cycle 1, refer to the SENDCo and move on to Cycle 2, or to remove the pupil from the Graduated Approach entirely. At all times the pupil and their family will be involved in the discussions and decisions made.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. These adaptations may include strategies suggested by the SENDCo and/or external specialists.

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through evaluated Graduated Approach Cycle meetings but also through the school reporting system and Parents' Evenings.

Sometimes staff may suggest a home-school diary as a useful tool to use to communicate with parents on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, 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 on the front of this report.

10) How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.keelby.lincs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, each year group produces a termly newsletter includes a section that identifies themed learning opportunities.

The class/subject teacher or SENDCo may also be able to suggest additional ways of supporting 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 SENDCo who will be able to locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND 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.

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 termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

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

- The delivery of a Personal, Social, Health and Economic curriculum combined with world topics delivered through weekly small group, adult led Family Group time. These sessions aim to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SLT.
- We have a qualified *Emotional Literacy Support Assistant* (ELSA) within school, who is available to offer individual and group sessions which focus on supporting pupils with emotional difficulties through a range of widely recommended programmes such as *Lego Therapy*.
- The small group '*Happy to be me*' programme, which is an evidence-led intervention to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained International School status which outlines the importance of cultural diversity and international links.

- The Emotional Learning Support Assistant is qualified to facilitate the 'Friends' scheme which evidences the work undertaken within the school to support pupils' well-being and mental health. We offer this therapy to targeted groups of children to support self-esteem and the building and management of relationships, according to need.
- The Year 6 School council represents the whole school on school issues.

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

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

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.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last five years school staff at Keelby Primary Academy have received a range of training, including;

All staff:

- Numicon
- Kagan Techniques
- Space to Teach
- Using Rubrics to support Writing
- The New Code of Practice
- Precision Teaching
- PACE
- Team Teaching

Teaching assistants:

- 1:1 coaching
- Emotion Coaching training
- Brakewell's Assault Cycle

SENDCo:

- Experienced teacher who has worked with a wide variety of children with differing needs over her career.
- Access to training where needed to support SEN.
- Emotion Coaching training
- Access to bespoke support and training via Applied Psychology.

The school has termly visits from the Specialist Teaching and Psychology Service (STAPS) and the Educational Psychology team who provide advice to staff support the success and progress of individual pupils.

The NHS Speech Language Therapist liaises regularly to assess and plan support for targeted pupils. These programmes are then often delivered in-house by an experienced Teaching Assistant.

A designated member of the Academy Improvement Committee (AIC) with specific responsibility for SEND has completed the SEND Governor training.

16) How will my child be included in activities outside the classroom including school trips?

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.

17) How accessible is the school environment?

Adaptations have been made to the school environment to ensure accessibility.

- Steps (including those of the school stage) are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- There is ramped access to the playground from the hall and from the KS2 area.
- An adult toilet area has been adapted to ensure accessibility for visitors with a disability, and is also used as a safe place for insulin testing/ injections.
- Adaptations have been made for specific children in the KS1 and KS2 toilet areas.
- Doors have recently been widened to enable easier disability access.

Our Accessibility Plan (statutory requirement) 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.

18) How will the school prepare/support my child when joining or transferring to a new school?

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

- A planned introduction 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 SENDCo is available to meet with the parents of any 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

- 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 according to specific requirements.
- 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.
- 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.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- 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.

19) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with SEND through support that might include:
 - Targeted differentiation to increase access to text
 - In class, adult or peer support aimed at increasing skills in specific area of weakness
 - Out of class support
 - Small group tuition to enable catch up (subject or targeted at additional need)
 - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 - Partnership working with other settings
 - Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 - 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)
 - Access to support from in-school sources e.g. learning mentors (peer or adult)
 - 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 are claiming 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, SENDCo or a member of the Senior Leadership Team.

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at meetings with the SENDCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEND Funding deployment.

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.

20) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

21) What happens in the event of a partial/ full school closure due to Government guidelines?

Update on the school's implementation of the SEND system during the Corona virus outbreak
How school has targeted support with SEND (approaches to the school offer)?
Our school's home learning offer provides daily support to all pupils via the delivery of daily activities and resources in English, Reading, Maths and one foundation subject. These resources are delivered via the use of ClassDojo, which is a platform that allows staff to interact in real time with pupils and parents on a daily basis. This ensures that a clear route of communication can remain open throughout a closure. Tasks have been designed to support consolidation of prior knowledge, skills and learning. For those pupils who are in need of additional support and guidance, we have created more personalised and structured activities to ensure that home learning is as accessible as possible. This has developed in a variety of way that include, alternative activities, consolidation activities to reinforce prior learning, offering additional scaffolding, overlays, pen grips, direct conversation with parents and pupils, support with physio and occupational therapy routines. Children with EHCPs are entitled to attend school in accordance with Government guidelines and provision will be made for them in school, if required or requested by parents. Parents of pupils who hold EHCPs are entitled to request that their child can attend school and a discussion will take place with the school to ensure that the best possible provision and plan can be in place to support pupils and families. This is open to review, as requested by parents of pupils with EHCPs throughout the closure.
How school is implementing the Graduated Approach cycles 1-3 (Assess

Plan Do Review)?

As per our school's current Graduated Approach (GPA) relating to SEND support, we are continuing to Assess, Plan, Do and Review progression and outcomes from GPA documents. This is done via the class teacher checking in with pupils and parents that require additional support on a weekly basis to assess pupil's needs. Thus, allowing class teachers to then plan additional or alternative resources and actions that could better support or enhance the home learning offer.

If additional support with routine and emotional support at home is found to be needed, then pupils are referred to ELSA and a weekly check in with the school's Emotional and Learning Support Assistant will take place, with additional activities and support offered. In doing so, this allows class teachers, parents, ELSA and SENCO to discuss pupils and create a plan with outcomes in order to offer suitable support. As per the current review cycle, reviews of all GPA documents will be reviewed once school reopens in collaboration with pupils, parents, SENCO and class teachers. This will ensure that the best reintegration into school can happen and in addition allow for the identification of any issues that have arisen and then seek additional support and advice to best support pupils moving forward.

How is information for statutory assessments for EHCP and Annual Reviews are being carried out and how are they being submitted to the Local Authority?

All evidence for statutory assessments for EHCPs and Annual Reviews will be gathered via the use of digital reports from professionals, parents and Local Authority. In the event a formal review takes place, then the necessary review documentation and reports will be gathered and then emailed securely to the relevant parties who will attend the review.

Formal meetings for Annual Reviews and assessments will take place via Microsoft Teams with all the relevant parties invited. If someone is unavailable to attend, they will be asked to submit a report that can be shared with all relevant parties during the meeting.

The SENCO will be responsible for completing the review documentation and liaising with relevant parties prior and post meeting. The SENCO will be responsible for submitting the completed paperwork to the Local Authority.

How are risk assessments being carried out for a setting whether pupils with EHCPs are safer at home or at school?

Risk assessments will be carried out in coordination between the Principal/ SLT and parents of pupils with EHCPs. This will be done via discussions concerning the benefits of being safer within the school setting or at home looking at maintaining the best possible outcomes and additional support for pupils with

EHCPs. The decision to attend school or to stay at home can be revisited and reviewed at any point to best ensure that pupils and families can be supported.

Arrangements for communicating with parents/carers

Our school's home learning offer provides daily support to all pupils via the delivery of daily activities and resources in English, Reading, Maths and one foundation subject. These resources are delivered via the use of ClassDojo, which is a platform that allows staff to interact in real time with pupils and parents on a daily basis. This ensures that a clear route of communication can remain open throughout a closure. Tasks have been designed to support consolidation of prior knowledge, skills and learning.

The use of private messages between parents/carers and class teachers allows for information to be shared and discussed on a one to one basis. The use of the Class Story allows the class teacher to share daily home learning and whole class messages and support to the entire class.

Parents also have access to the class teacher's email address, ensuring an alternative form of communication is available.

The school office will remain open during our school's opening hours, allowing parents/ carers to call and email via the office. This also allows the opportunity for ELSA, class teachers and SENCO to communicate verbally with parents. All staff ensure that contact has been made with families on a weekly basis.

Arrangements for communicating with pupils

Class teachers will use ClassDojo to communicate with pupils. The portfolio feature allows children to respond directly to home learning tasks by uploading text, videos and images of their work. Class teachers can then directly offer feedback in the form of a written comment of work that has been uploaded. All comments and images are shared directly with a child's specific parent/ carer who is attached to ClassDojo to ensure that high levels of safeguarding remains.

Class teachers will make phone contact with families on a regular basis.

How school is involving other bodies including Health and Social Care?

Meeting and liaison with external bodies including Health and Social Care is to be undertaken by phone, email and via virtual meetings. Minutes of meetings will be recorded for reference on our school's system.

Outcomes and actions from meetings will be put into action with email/ phone contact remaining between parties.

Arrangements are in place for handling complaints from parents for children

with SEN

If a parent wishes make a complaint for children with SEN or unhappy about any issues regarding the school's response to meeting these needs they can contact the contact the following:

1. Your child's class teacher,
2. The SENDCo,
3. The Principal.

These can be done via email or direct contact made via the school office.

For complaints, please contact the Academy Improvement Committee with responsibility for SEND. The Academy Improvement Committee can be contacted via the school office.

22) Who can I contact for further information or if I have any concerns?

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

4. Your child's class teacher,
5. The SENDCo,
6. The Principal,

For complaints, please contact the Academy Improvement Committee with responsibility for SEND. The Academy Improvement Committee can be contacted via the school office (information found at the beginning of this report).

23) Support services for parents of pupils with SEND include:

Liaise offers independent information, advice and support for to parents and carers of all children and young people with SEND and can be found at <https://www.lincolnshire.gov.uk/liaise>

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.

24) Information on where the Local Authority's Local Offer can be found

The Lincolnshire local offer, which directs families to local services can be found at:

<https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

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>