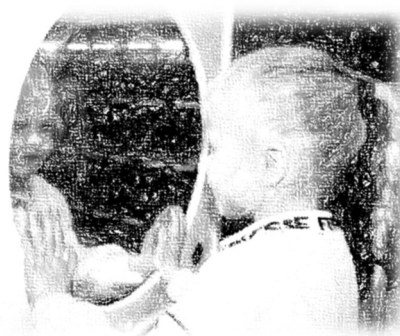




Special Educational Needs (SEND) Policy 2020/2021



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Statement of intent

This policy outlines the framework for Manchester Road Primary Academy to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Manchester Road Primary Academy therefore intends to work with Enquire Learning Trust and Tameside/Manchester Local Authority, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Signed by

Mrs J. Taylor Principal

Next review date: July 2021

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. Areas of special educational need

Manchester Road Primary Academy will make provision for pupils with the following 4 kinds of need:

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

4. Admissions

- 4.1. Manchester Road Primary Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- 4.1.1. Not refusing admission for a child that has named the school in their EHC plan.

- 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 4.1.3. Considering applications from parents of children who have SEN but do not have an EHC plan.
- 4.1.4. Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- 4.1.5. Not refusing admission for a child on the grounds that they do not have an EHC plan.

5. Roles and responsibilities

SEND governor- Mrs Kim Brogan

Principal- Mrs Joanne Taylor

Vice Principal/SENCO- Miss Vicky Leah

EY LEADER/SENCO-Mrs Emma Brennan

5.1. The governing body has a responsibility to:

- 5.1.1. Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- 5.1.2. Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- 5.1.4. Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- 5.1.5. Appoint a designated teacher for 'looked after' children where appropriate.
- 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- 5.1.8. Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- 5.1.9. Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- 5.1.10. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- 5.1.11. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 5.1.12. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

5.2. The Principal has a responsibility to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4. Ensure that the SENCO has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

5.3. The SEN Coordinator (SENCO) must:

- 5.3.1. Be a qualified teacher.
- 5.3.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- 5.3.3. Collaborate with the governing body and Principal, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- 5.3.4. Work with the school governors and the Principal to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.3.5. Undertake day-to-day responsibility for the operation of SEN policy.
- 5.3.6. Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- 5.3.7. Liaise with the relevant designated teacher where a looked after pupil has SEN.
- 5.3.8. Advise on a graduated approach to providing SEN support.
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.3.10. Liaise with the parents of pupils with SEN.
- 5.3.11. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.3.12. Be a key point of contact with external agencies, especially the LA and LA support services.
- 5.3.13. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 5.3.14. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- 5.3.15. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.

- 5.3.16. Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- 5.3.17. Ensure that the school keeps the records of all pupils with SEN up-to-date.
- 5.3.18. Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.

5.4. Class teachers must:

- 5.4.1. Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- 5.4.2. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 5.4.3. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- 5.4.5. With support from the SENCO, plan and implement suitable interventions and review and assess impact.

6. Involving pupils and parents in decision making

- 6.1. Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:
 - 6.1.1. Focus on the child or young person as an individual, not their SEN label.
 - 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
 - 6.1.3. Highlight the child or young person's strengths and capacities.
 - 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
 - 6.1.5. Tailor support to the needs of the individual.
 - 6.1.6. Organise assessments to minimise demands on families.
 - 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

7. Joint commissioning, planning, and delivery

- 7.1. Manchester Road Primary Academy will collaborate with Tameside/Manchester Local Authority in the exercise of its duty to work together with health and social care providers by:
 - 7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention.

- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

7.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

7.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEN.
- Increasing the proportion of children with SEN whose needs are identified before school entry.

8. Funding

- 8.1. Manchester Road Primary Academy will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.
- 8.2. Personal budgets are allocated from the local authority's high needs funding block and Manchester Road Primary Academy will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

- 9.1. Manchester Road Primary Academy will cooperate generally with the local authority and local partners in the development and review of the local offer.

10. Identification

10.1. To identify pupils with SEN, Manchester Road Primary Academy will:

10.1.1. Assess each pupil's current skills and levels of attainment on entry.

10.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

10.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

10.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

11. Graduated approach

11.1. Manchester Road Primary Academy will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:

Establishing a clear **assessment** of the pupil's needs.

Planning with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

Implementing the interventions, with support of the SENCO.

Reviewing the effectiveness of the interventions and making any necessary revisions.

In accordance with the SEND code of practice, Manchester Road offers a graduated approach which starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, children will begin on the cycle of SEND support where this process becomes increasingly personalised and where whole class strategies are ineffective:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this cycle of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

11.2 ASSESS

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to:

- planning effective teaching
- determining appropriate provision
- informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.

A whole-school approach

Assessment of need starts with a whole-school approach that can identify quickly where a child is not making expected progress. Pupil progress meetings will identify this issue. For pupils identified as underachieving, further assessment using the **SEN Toolkit** may indicate the cause of their difficulties and suggest what might need to be done to enable them to get back on track.

When a pupil may have SEN and is not making expected progress despite high quality, suitably differentiated teaching, the SEND Code of Practice suggests a range of sources of information that teachers can draw on:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.

- The pupil's own views.
- Advice from external support services.

SEN Toolkit teaching strategies and suggestions.

Sometimes it will be necessary to use more fine-tuned assessment to explore further the precise gaps in the pupil's learning and development and/or to clarify what the barriers to learning might be. There are several individualised assessment 'tools' and approaches the school can use to support this closer identification of need, such as:

- The SEN Toolkit Assessments.
- Profiling tools, for example Wellcomm for Speech and language Assessments, social communication fix assessment questionnaire.
- Criterion-referenced assessments and checklists: Sensory, SEMH, attachment, PIP.
- Observation schedules and prompt sheets.
- Questionnaires for parents (eg ADHD and MAAT).
- Questionnaires for pupils.
- Specialist assessments, for example from a speech and language therapist or an educational psychologist.

Individual, detailed assessments should be formative, resulting in greater clarity about a pupil's strengths and needs and better targeted approaches to teaching and learning.

11.3 PLAN In the 'plan' stage of the graduated approach teachers gain a growing understanding of what teaching approaches work. This part of the graduated approach cycle will be most effective when teachers, working with the SENCO, have completed a thorough assessment of a pupil's needs during the 'assess' phase described earlier.

For pupils requiring SEN support, there are two areas that need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision.

First step – inclusive quality-first class and/or subject teaching

Once the need for SEN support has been identified, the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place.

Targeted provision is provision that is additional to or different from that made for the majority of pupils in school. Once again, the analysis done at the 'assess' stage of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the pupil's needs. Schools would also be wise to draw on the latest research about the likely impact of particular interventions.

11.4 DO

Outstanding teachers continually reflect on where pupils are in their learning, where they are going and how best to enable them to get there. For pupils with SEN the reflective process can be especially important because they can be the most challenging children to teach. Ensuring that there is a high level of pedagogical discussion around how pupils' day-to-day learning is developing is crucial to moving the skills of teachers and support staff on in a process of continual refinement and response to what is happening in the classroom. Having a forum in which professionals working with

a child can reflect together on what is going well is vital, and can be both supportive and developmental.

All adults work collaboratively to ensure high expectations and aspirations for pupils with SEND. In order to achieve this, Manchester Road has a number of skilled professionals on site, with a range of robust recommended interventions in place and ongoing professional development for staff. We also have a fully functioning sensory room for children who require a sensory diet.

High expectations and aspirations

Using the graduated approach the children at Manchester Road have access to a range of targeted provision to support Learning some examples include:

- Speech and Language Therapy-Wellcomm assessment and intervention kit
- Emotional Wellbeing – Zones of Regulation emotional literacy curriculum
- Dynamo Maths – An online platform for support key concepts and skills in mathematics
- Reading Plus/Reading Eggs- Online platforms for developing Reading
- Better Read Program and Fischer Family Trust- Intensive 1:1 daily intervention for low attaining readers
- Write From The Start- A Fine Motor and Writing Program

In school, we have a range of highly skilled teachers, teaching assistants and specialised staff such as the Educational Psychologist and on site Speech and Language Therapist.

11.5 REVIEW

In the 'review' stage of the graduated approach teachers gain a growing understanding of what approaches secure better outcomes. Teachers continually review pupils' progress, formally and informally. Parents/Carers have termly reviews with the child's teacher and an individualised SEND report (where appropriate) is also sent to parents at this time.

Curriculum and Learning is monitored for best outcomes through the Send Toolkit's individualised National Curriculum tracking and assessment system, I Targeted Provision is also tracked and monitored to ensure best outcomes and is reviewed through the child's Graduated Approach SEND Support

At SEND pupil progress meetings, outcomes will be reviewed, progress discussed and next steps identified.

EHCP children will have a formal annual review which is co-ordinated by the SENDCO and includes the LEA.

Request for Statutory Assessment : EHCP

- Final draft received
- SendCo implements individual provision and targets.
- Reviewed formally once per year with SendCo, Class teacher, parents and LEA.
- Ongoing plan, do and review cycle. Including: ITP's , meetings with parents & sendCo, review of progress including SendCo,
- Individualised curriculum

EHCP
Education
Health Care
Plan /Specialist
Provision

Review

**Universal
Support**

QFT-differentiated
work

Assess

**Cycle 1:
Targeted in
class
support**

- Cycle 1:**
- Progress and attainment shows some areas of concern.
 - Teacher monitors learning through QFT and differentiation.
 - Complete Toolkit Assessments as needed.
 - Discuss Cause for Concern with Parents and generate ITPs recording parent and pupil voice.
 - Monitor for 6 week period. QTF differentiation

Outcomes

1. Good Progress=continue with class support
2. No Progress, raise Cause for Concern with SendCo. Continue with Plan Do Review at Cycle 2

Assess: Sen Toolkit tracker

Plan: ITP driven next steps, including parent and pupil voice. What do parents want for their children?

Do: Implement differentiated, well targeted learning experiences, including interventions.

Review: Consult with child, parents, support staff and hold an ITP review. What is working well? What needs to change?

Do

Plan

**Cycle 3:
Enhanced
support via
Specialist
support**

**Cycle 2:
Targeted
and
Additional
Provision**

Cycle 2:

- Sen Toolkit indicates targeted provision.
- Teachers use targeted teaching strategies.
- Cause for Concern completed and discussed with SendCo/Parents.
- ITPs completed and include pupil & parent voice.
- Provision map for additional intervention put into place. Permission letters sent to parents.
- QTF & differentiation

Outcomes

1. Continue with Cycle 2
2. Ongoing concerns- consult with SendCo and move to Cycle 3

Cycle 3:

Meeting with parents and SendCo to discuss progress & provision.

Consultation for specialist intervention: EP's, Pupil Support, CLASS, BLISS, Counsellor

QTF & individualised differentiation

Outcomes

1. Continue with cycle 3 plan,do, review process.
2. Continued concern=consult with SendCo and parents for further input

Assess

- Identifying children with SEND-Children who are not making progress or who are struggling in their current class are identified by the class teacher and their concerns are discussed with parents/carers. Strategies at class room support are then put into place agreed with parents/carers for a period of 6 weeks. The SendCo will also be notified and will arrange time to conduct an in class observational assessment and/or possible assessments around learning.
- Assessments are critical in forming views around progress and attainment and in building a picture of a child's strengths and difficulties. Assessments may be sought from other professionals if requested by the SendCo, in agreement with parents/carers. This can include but is not limited to: Educational Psychology, Child and Adult Mental Health Services, Speech and language therapy. Specialist support can enable school to plan more bespoke packages of support.
- Intervention assessment-where children receive regular targeted intervention then this is assessed termly and added to the school tracker and overseen by the SendCo.
- Formal summative assessment for children with SEND takes place termly and is tracked along the school Send Toolkit. These assessments are shared with parents in termly reports.

Plan

- Using assessment information Support Plan targets should be generated, discussed with parents and reviewed at least 3 times per year:
- Targets should be a combination of assessment and observational evidence, using the school attainment and progress tracking and assessment (SEND Toolkit), parent and pupil desirable outcomes.
- Lesson plans are differentiated to meet small step Toolkit targets.
- Year Group SEN Provision maps and outcomes should be developed by teachers and teaching assistants, with the support of the SendCo who will allocate staffing accordingly.
- EHCP children will have an additional Annual Review which is submitted to the LEA.

Do

- Carry out classroom based adaptations to meet need and continually reflect on practice.
- Purchase, prepare, request or seek advice about additional adaptations or equipment that may be required/useful.
- Liaise with SendCo and other professionals (identified by the SendCo) for additional advice or support.
- Reflect upon the Support plan targets and Toolkit next steps to prepare carefully differentiated materials.
- Liaise with the Intervention Teaching Assistants to identify how strategies can be implemented and carried forward in the classroom.

Review

- Teacher and Teaching Assistant assessment is ongoing to ensure best outcomes and progress toward Support Plan Targets. In addition formal assessments are carried out termly. SendCo assessments including socialised in school assessments are carried out under the direction of the SendCo as needed. These include Speech and Language, Cognitive, Social Emotional and mental Health, sensory assessments. SendCo may also refer to specialist outside professionals or agencies for further assessment, in line with the graduated approach to SEND.
- Informal meetings between parents and teachers can take place as needed but at least three times per year.
- SendCo is on hand to support throughout the Plan, Do, Review Process and holds termly SEND Staff and Parents/carer Drop In Sessions and Coffee Mornings.
- EHCP children will have a formal Annual review which is co-ordinated by the SendCo.
- Summer Term Transition -SEN handover meetings takes place during the final term with opportunity for parents to meet the new teacher in advance.
- Formal reports are written termly and related to your child's individual curriculum through the use of the SEND Toolkit Levels. These levels relate directly to the full breadth of the National Curriculum.

12. Education, Health and Care (EHC) plans

- 12.1. Manchester Road Primary Academy will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 12.2. The school will admit any child that names the school in an EHC plan.
- 12.3. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 12.4. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

13. Reviewing an EHC plan

- 13.1. Manchester Road Primary Academy will:
 - 13.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
 - 13.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
 - 13.1.3. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
 - 13.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
 - 13.1.5. Cooperate with the local authority during annual reviews.
 - 13.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
 - 13.1.7. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

14. SEN and Disability Tribunal

- 14.1. Manchester Road Primary Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

15. Preparing for adulthood

- 15.1. Manchester Road Primary Academy will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:

- 15.1.1. Preparation for adulthood in the planning meetings with pupils and parents from year 9.
- 15.1.2. Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
- 15.1.3. Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEN.
- 15.1.4. Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- 15.1.5. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

16. Data and record keeping

16.1. Manchester Road Primary Academy will:

- 16.1.1. Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 16.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- 16.1.3. Record details or additional or different SEN provision on a provision map.

17. Confidentiality

17.1. Manchester Road Primary Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- 17.1.1. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- 17.1.2. On the order of any court for the purpose of any criminal proceedings.
- 17.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.
- 17.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- 17.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.

- 17.1.6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- 17.1.7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.