Special Educational Needs and Disabilities Policy 2025-26

Cranbrook Primary School

Signed by:

Chair of Governors: _____ Date: _____

Committee with oversight for this policy	_____Committee
Policy to be approved by	Full Governing Board
Policy last ratified and adopted by Full Governing Board	(Date)
Policy/Document for review	(Date)

Cranbrook
Primary School

Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for adulthood and the challenges and opportunities of the modern world.

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This policy should be read in conjunction with the Equalities Policy and the SEN report

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Our Intent

As a local authority maintained school we actively celebrate the diversity that exists within our school and local community. We are wholeheartedly committed to the Equalities Agenda and believe that all children have the right to a high quality education and that this should begin as early as possible. In line with the SEND Code of Practice, we believe that our pupils with Special Educational Needs and Disabilities (SEND) have an entitlement to a broad and balanced curriculum. We work in close partnership with parents and carers, as well as external agencies, to offer the best provision that we can to develop independence, effective communication and life skills. For our children with additional needs we use a personalised approach and make reasonable adjustments, which enable them to have access to learning opportunities that nurture and develop these skills in a safe and secure environment .

We work successfully with a range of agencies such as Speech and Language Therapists (SALT), Specialist Education and Training Support Service (SENDATS), Occupational Therapists (OT) and Educational Psychologists (EP) to facilitate children's learning so that the approach is bespoke to each child's needs.

Like all pupils, pupils with SEND deserve a rich diet of all subjects. Through quality CPD and additional roles such as Support Staff, ELSAs and learning mentors we support the class teachers to ensure children have the skills to access learning in a wide range of subjects through adapting our approach for individuals as necessary. We believe the non - core subjects, such as the arts, are a valuable way of engaging and capturing children's interest and can be very successful in engaging children with SEND.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs or disabilities are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014 (updated September 2024).

Principles

- We value all pupils in our school equally.
- All pupils are entitled to a broad and balanced curriculum, which is adapted and differentiated to meet their individual needs and abilities. We differentiate by planning, support, questioning and resources. For those children who require a bespoke learning we offer them a SEND Pathways curriculum.
- All pupils are entitled to experience success regardless of barriers and starting points.
- All pupils are entitled to have their particular needs recognised and addressed.
- All pupils should be helped to reach their full potential - we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

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Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is adapted and differentiated to meet individual needs and abilities.
- To ensure that where possible, pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school graduated approach of assess, plan, do, review cycle.

Definition of special educational needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficult or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly lower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may affect a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family/home circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of development. Most pupils will have their needs met through Quality First Teaching. Teaching staff are supported by the SENDCo and Inclusion Lead to ensure they are aware of the range of SEND and how they may be able to support all children as part of their practice. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

In instances where there are concerns around needs such as these or where progress continues to be less than expected, the teacher will work with the SENDCo and Inclusion Lead to assess whether the child may have SEND needs (this is NOT a diagnosis). This will include gathering further information from the child and all adults who work with the child. Discussions will be held with the pupil, where possible, and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The SENDCo and Inclusion Lead may undertake observations or advise the teacher on time-limited strategies which may be tried in order to ascertain impact upon the child's learning. This information will be collated in an 'Initial Record of Concern' (See Appendices 2).

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual pupils often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from Support Staff or specialist staff.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. We endeavour to

provide interventions within the classroom during lessons whenever possible so we do not narrow the curriculum access. Where a SEND Support pupil is identified as requiring a number of interventions we try and limit these to no more than 2 or 3 at any one time. This is to ensure that they do not miss out on in-class learning.

We adopt the graduated approach and four-part cycle of 'assess–plan–do-review' as recommended in the SEND Code of Practice. In successive cycles, the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress, despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Pupils with EHCPs will have Individual Educational Plans (IEP). These will be reviewed three times a year with the child (if appropriate), parents and the class teacher and where appropriate the SENDCo or appropriate specialists and outreach services. At the review, new targets will also be set.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

Some of our pupils with SEND support may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process. Interventions are selected to target specific needs.

There may be circumstances where parental views may differ from school; in such situations parents can request assessments directly with the responsible Local Authority.

How Cranbrook Primary School adapts the curriculum and learning environment for pupils with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of Universal Strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENDCo and Inclusion Lead, specialist support teachers, outreach teachers and professionals from other external agencies for advice as needed e.g. SENDATS, EP, SALT, OT and physiotherapists.

Additional support for learning available to pupils with SEND

Children identified as SEND Support, will receive targeted support through individualised interventions or in a small group setting. Our primary aim is to provide mostly class-based interventions in a relevant learning context.

The Inclusion Team works with the Curriculum leads and senior leadership team (SLT) to ensure that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by both the class teacher and by trained Support Staff under the direction of the teacher and/or the Inclusion Team. Other interventions are delivered by outreach teachers. Where possible, the allocated speech and language therapist works with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

SEND Hubs

To meet the complex needs of our increasing SEND learners, we have established SEND Hubs within our school. These are designed to bridge significant learning gaps and foster long-term success, integration and independence.

A growing number of our students have very high individual needs, which have resulted in a substantial gap between their current academic attainment and that of their mainstream peers. Placing these students full-time in a standard classroom setting, without intensive support, can lead to frustration, anxiety, and a reinforced sense of failure. The Hub model provides a targeted and concentrated intervention environment. With a higher staff-to-student ratio and a focus on foundational skills, we can accelerate progress and systematically reduce these gaps, building the essential knowledge and confidence required for future learning.

Delivering a Bespoke, Specialist Curriculum (SEND Pathways)

The Hubs are designed to engage our children's learning - ranging from our SEND Pathways to accessing National Curriculum with fidelity. This curriculum is not a diluted version of the mainstream one; it is a bespoke framework tailored to address core developmental milestones, communication, cognition, and independence. In the Hub, learning objectives are highly individualised, pacing is responsive to each student, and teaching strategies are evidence-based for students with SEND. This focused delivery ensures that every moment of the school day is purposeful and aligned with the students' EHCP outcomes.

Prioritising Ability Grouping over Age Grouping

Traditional age-based grouping can be a significant barrier to progress for our learners with complex needs. The Hub model allows us to group students by ability and developmental stage, rather than chronological age. This ensures that:

- Instruction is pitched perfectly at the point of need.
- Peers are working on similar skills, fostering collaboration and reducing stigma.
- Students can experience success and mastery without being compared to age-related expectations that are currently beyond their reach.

A Strategic Pathway to Integration and Independence
Critically, the Hubs are not endpoints; they are staging posts on a journey towards greater inclusion. The primary aim is to carefully integrate students into mainstream lessons and social settings as much as possible, and when it is in their best interest.

Support for pupils with social, emotional and mental health difficulties (SEMH)

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. Within school we have staff who have undertaken Mental Health First Aid training. We also employ a Learning Mentor, specifically trained - Emotional Literacy Support Assistants (ELSA) who work specifically with children with social, emotional and mental health difficulties.

We have 'The CUBE' (Communication, Understanding, Behaviour for Education) onsite, which is a short term Redbridge Intervention for children with SEMH Needs. Access to the CUBE has to be authorised by the Redbridge Primary Behaviour Panel (Serves LBR Schools only).

Specialist provision, equipment and facilities

Although set over three levels, Cranbrook Primary School has a strong commitment to meeting all children's needs, including those with physical disabilities. We will ensure that reasonable adjustments are made to ensure the inclusion of all children and we have disabled toilets on all floors and a lift.

If a child needs specialist equipment due to physical or medical needs, the SENDCo and Inclusion Lead will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy and occupational therapy and ensure that reasonable adjustments have been made.

The school also has two onsite provisions with a separate admissions procedure:

- Cranbrook Additionally Resourced Provision (The ARP) – For those with Autism or Social Communication Difficulties. Admission to the ARP comes via consultation from Redbridge SEND Team.
- The Communication and Understanding of Behaviour for Education (CUBE) – For those with difficulties in the area of social, emotional and mental health. This is a short term Redbridge Intervention for children in Redbridge schools only. Access to the CUBE has to be authorised by the Redbridge Primary Behaviour Panel.

How Cranbrook Primary School evaluates the effectiveness of its provision for pupils with SEND

Intervention programmes are time-limited and the progress of pupils taking part is tracked. If there is no evidence that an intervention is effective, either we will adapt the intervention to meet the child's needs or we will plan a different type of support.

The success of the education offered to pupils with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

How Cranbrook Primary School assesses and reviews the progress of pupils with an Education Health Care Plan

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly, attended by the class teacher, SENDCo and phase leader, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and where applicable, recorded on the child's Individual Education Plan. These shorter-term targets are reviewed termly. We involve the child and family fully in the planning and review process. For children with complex needs that are working below the national curriculum, we use B'squared data to assess and track individual progress.

The SEND Register and Record Keeping Arrangements

The SENDCo and Inclusion Lead maintain a central electronic register that details all children who have been identified as having SEND. This register is updated on an on-going basis and details any external agencies the child is working with or has worked with in the past.

Every class has an electronic file on the shared drive. These folders have specific sections for each child in that class who has SEND Support or an EHC Plan. The IEPs belonging to these children can be found within these pages. Where appropriate, these are annotated each time an adult works with a child on their IEP target. These are working documents and changes can be made as appropriate. Additionally informal notes are kept on each child, along with any copies of samples of work the teacher or additional adults feel are of significant importance with regard to monitoring the child's progress.

Electronic SEND records for each child are maintained by the school and the school's own internal electronic network. At such a time when the child leaves our school, these records are then passed onto the transfer school via secure ' Egress' email.

Admissions

Pupils with SEND are admitted to the mainstream school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

ARP Admission:

Cranbrook Additionally Resourced Provision (ARP), is a specialist provision attached to the mainstream school, designed to meet the needs of children with social communication difficulties or those having been identified as being on the Autistic Spectrum. The children admitted to ARP is from Year 1 to 6. All children within the ARP must have an Education, Health and Care Plan (EHCP) and places are only allocated by the Local Authority via the SEND panel, in consultation with the school, following the issuing of an EHCP or an Annual Review. Children accessing the ARP will require highly specialised individual arrangements in order to access mainstream classes for up to 25% of their timetable when ready. The majority of pupils will normally need to be supported by the ARP throughout KS1 and KS2. However, if the 'level of adaptive skills' for any of the pupils reached the point whereby they no longer required the additional support, then the Annual Review process could make this recommendation to the Local Authority (LA) on a case-by-case basis.

CUBE Admissions:

The CUBE is a high-quality, short-term alternative provision (intervention) providing SEMH support for children in Years 2-6, their families and schools across Redbridge. As it is a short term intervention placement, a referral to the CUBE can only be done through a child's mainstream school. The placement is split between CUBE and the mainstream setting so that children still feel part of their mainstream community and have opportunities to practice strategies and develop confidence and resilience in regulating their behaviours. The final decision of a CUBE placement is made by the Chair of the Redbridge Primary Behaviour Panel (RPBP). Decisions are guided by the Equality Act 2010 and the collective view of panel members. The panel consists of the Head of Behaviour and Inclusion and members of the Behaviour and Inclusion Team, Educational Psychologist, Senior Educational Welfare Officer, Senior SEND Team representative, the head teacher of Cranbrook Primary, head teacher representatives from Redbridge primary schools and the CUBE Manager.

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

Governing Body

- To ensure that the necessary provision is made for any pupil who has special educational needs
- To consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- To ensure that parents are notified of a decision by the school that SEND provision is being made for their child

- To ensure that pupils' needs are made known to all who are likely to teach them
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- To ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- To review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- To appoint a member of the Governing Body to have allocated responsibility for SEND within the school, who will meet regularly with the SENDCO and Inclusion Leader and conduct visits to the school on a planned programme

The Headteacher

- To manage all aspects of the school's work, including provision for pupils with SEND
- To keep the governing body fully informed
- To work closely with the school's SENDCOs
- To seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinators SENDCo and Inclusion Lead

The Special Needs Co-ordinators are: Abdul Muquith (Inclusion Lead) and Shipa Mortuza (SENDCo). Samantha Patel (CUBE Manager) is responsible for the pupils in the CUBE.

Their key responsibilities include:

- To work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- To oversee the day-to-day operation of the school's SEND policy
- To coordinate and develop high quality provision to meet the needs of pupils with SEND
- To work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- To work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- To liaise with the relevant Designated Teacher where a looked after pupils has SEND

- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- To liaise with other schools to ensure that pupils make smooth transitions between school placements
- To work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- To promote the inclusion of pupils with SEND in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- To ensure that the records of pupils with SEND are maintained and kept up to date
- To support and advise teachers about adapted and differentiated teaching methods appropriate for individual pupils with special educational needs
- To coordinate the effective deployment of Support Staff, providing support and training as needed
- To contribute to the in-service professional development of staff in relation to SEND
- To line manage the Support Staff

Teachers

- To provide Quality First Teaching for all the pupils in their class
- To provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- To be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- To work with the SENDCO and Inclusion Lead to monitor the effectiveness of interventions and the progress made by pupils with SEND
- To review the progress of those on SEND school support on a termly basis in liaison with the SENDCos

Higher Level Teaching Assistants

- To support the Learning Support Assistants and teachers to provide the best possible provision and use of resources.

- To ensure that the records of pupils with SEND and interventions are maintained and kept up to date
- To liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented and to undertake all tasks related to Support Staff.

Support Staff

- To support pupils with their learning under the direction of the class teacher and/or the SENDCO, implementing strategies recommended by the teacher, SENDCO or professionals from external agencies
- To develop the independence of the pupils with whom they work
- To provide feedback to the teacher and/or the SENDCO on the progress of the pupils with whom they work to inform planning and review
- To ensure that the records of pupils with SEND and interventions are maintained and kept up to date

Arrangements for training and staff development

The school implements an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Early Career Teachers and other new members of staff.

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice on 020 8708 8922, riass@redbridge.gov.uk, redbridgeiass.org.uk or www.facebook.com/Redbridgeriass.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help

them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

Storing and managing information

See Cranbrook Primary School's Data Protection Policy.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENDCO will liaise with the SENDCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Cranbrook Primary School has good links with local special schools through the outreach services and have the benefit of specialisms in ASD and SEMH.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENDCO works closely with the Educational Psychologist assigned to the school and meets with them at the beginning of each term to prioritise visits in the school for the term.

Other agencies and outreach services that the school works with include:

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- EWMHS (Emotional Well-being and Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Looked After Children
- Social Care services
- SEATSs (Specialist Education and Training Support Service)

Success Criteria

The success of the school's SEND policy will be judged against the objectives set out here:

- 90% of SEND children will achieve their IEP targets.
- Over 80% of children and parents will contribute to SEND progress reviews.
- SEND will be seen as a whole staff responsibility.
- Children will be confident communicators

Complaints procedures

The schools' complaint procedure is available on request and on the school website.

Under the Pupils and Families Act 2014, parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Cranbrook Primary School's Local Offer

Further information on Cranbrook Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer, which can be accessed via the FIND website:

https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=oMjOAzy1pEU

Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

Legislation and guidance relevant to this policy

Pupils and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014, revised 2024

Equality Act 2010

Education Act 2011

Policy Revised: Spring term 2022

To Be Reviewed: Spring term 2023