



This report was ratified by the School's Governing Body in September 2022.

1) Aims of our provision in regards to pupils with special educational needs and /or disability.

The aims of our policy and practice in relation to special educational needs 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 with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement (National Curriculum published by the Department for Education in September 2013 P8 Section 4: Inclusion) (<http://www.gov.uk/government/collections/national-curriculum>)
- To use our best endeavours to secure special education provision for pupils for whom this is required, that is "additional 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' views 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.

2) What are Special Educational Needs (SEN) or a Disability?

At our school, we use the definition 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 education 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 and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.



3) The kinds of special educational needs (SEND) for which provision is made at St Mary's Farnham Royal C of E Primary

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school's admission 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 SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEND 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 they consider that their child's needs can be better met in specialist provision.

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

We know when a pupil needs extra help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns 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 a gap in knowledge and / or skills.
- Whole school tracking of attainment outcomes indicates a lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

5) What should a parent do if they think their child may have Special Educational Needs?

- If parents have concerns relating to their child's learning and / or inclusion, then these should initially be discussed with the child's class teacher. This may then result in a referral to the school's SENDCo whose name is Miss C. Johnson and who may be contacted either by email at sendco@smfr.co.uk or by telephone on 01753 644471. Parents may contact the SENDCo or the Headteacher, Mrs V. Eaglen, directly if they feel this is more appropriate.
- 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 the classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - Classroom observation by the senior management team, the SENDCo, external advisors and moderators.
 - Ongoing assessment of progress made by pupils with SEND.
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 - Discussion with pupils with SEND.
 - Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND



- Individual Provision Maps (IPM) or Multi-Agency Provision Plans (MAPP)(If the child has and EHCP) which detail the individual targets for the child related to their needs, the provision provided to achieve the targets (either individual or group by the class teacher, teaching assistants, SENDCo or external agencies) and the frequency of the support.
- Parent and pupil 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 Parent's Evenings.
- Pupils' attainment and progress are tracked using the school tracking programmes (Tapestry for EYFS and Target Tracker for Years 1-6) and those failing to make expected progress are identified quickly. These pupils are then identified at termly progress briefings that are undertaken between the class teacher, Key Stage Leader and the Headteacher.
- Additional action to increase the rate of progress will then be 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 or additional resources / 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, the SENDCO, in conjunction with the class teacher, will arrange a time to come and observe the child and within one week of the observation, will provide the class teacher with a written report of the observation and suggestions for further strategies. Parent will be informed that further support is being put in place for their child as the school considers that SEN support may be required. After a period of 4-6 weeks, a review meeting will take place and the SENDCo, in discussion with the class teacher, will make the decision as to whether the child needs to be placed on the SEND Register. (In some cases where an apparent need is obvious, the child may be placed on the SEND Register immediately after the initial observation) At this point, an IPM will be written and shared with the parents. In some cases, it may be decided immediately to place the child on the SEND Register and/or to seek further support is needed from external agencies.
- Action relating to SEND Support will follow the "Assess, Plan, Do, Review" model as recommended by The Special Educational Needs Code of Practice (2014)
 - **Assess:** Data on the pupil held by the school or provided by external agencies will be collated by the class teacher and SENDCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to share their views / observations at this stage to support the identification of action to improve outcomes.
 - **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 teacher, supported by the Year group LSAs with advice and support from the SENDCo.
 - **Do:** SEN Support will be recorded on an IPM or MAPP that will identify a clear set of expected outcomes, which will include stretching and relevant academic and /or developmental targets that take into account parents' aspirations for the child. Parents and pupils will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date set for reviewing attainment and progress. **IPMS and MAPPs are emailed to parents as soon as a new IPM / MAPP is put in place (Usually the end of September, December, March and June) A copy of the previous, evaluated IPM will also be emailed to parents at this time.**
 - **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and pupil (where appropriate). If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external specialist agencies regarding strategies to best meet the needs of a pupil. These will only be undertaken after parent permission has been obtained and may include referral to:
 - Local Authority Support Service (such as Specialist Teaching Teams)
 - Specialists in other schools e.g. Special Schools
 - Speech and Language Therapy
 - Occupational Health



- Health partners such as School Nurse or CAMHS (Child and Adolescent Mental Health Services)
- Organisations which offer parents support for children with specific needs e.g. ASD.
- Family GP

Support from the above agencies is subject to a set of criteria set by each individual organisation and these are subject to change without warning. The school has no control over the eligibility criteria set by each organisation.

N.B. 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 where the child is resident to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

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

Where appropriate, pupils will be involved in discussions involving all aspects of their provision. The school is in the process of introducing pupil centred profiles which are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require 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 actions taken so far to meet their needs.

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

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs / Disability Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- At times when there is a higher prevalence of COVID-19, individual risk assessments will be carried out for specific pupils to identify ongoing risks to the health, safety and well-being of these pupils at the current time. These risk assessments are primarily, but not exclusively, for children who have an EHCP and further pupils may be identified who will need a more detailed risk assessment than the generic risk assessment carried out for all pupils.

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

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support through the school reporting system and Parents' Evenings. (These may also be carried out via virtual meetings, telephone calls or written reports)
- Parents may email individual teachers with updates or concerns they might have. They are also welcome to email either the SENDCo, (sendco@smfr.co.uk), Pastoral Support Leader (psl@smfr.co.uk) or the Headteacher (headteacher@smfr.co.uk) to discuss their concerns.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or a member of the Senior Management Team (SMT) at any time when they feel concerned or have information which they feel they would like to share that could impact on their child's learning. Please either contact the school office or the member of staff directly to make this appointment for you. The contact number is 01753 644471. Due to any restrictions or guidance in place at the time, it may not always be possible to have a face to face meeting; however, a phone consultation or virtual meeting may be offered instead.

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



St Mary's Farnham Royal Church of England Primary School

- Please look at the school website. It can be found at <https://www.stmarysfarnhamroyal.org/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The secure area of the site, which gives the children access to their class webpages, also contains useful links connected to that term's learning. This can be found at <https://www.stmarysfarnhamroyal.org/class-pages/>. In the event of a school closure due to extreme weather or upon guidance from the Local Authority or Government, the school may send home emails which highlight useful resources or specific resources and / or learning packs for some pupils. Work will also be posted on the class pages. Whilst in the event of school closures upon governmental or Local Authority advice, children who have an EHCP have a right to attend school, we recognise that this decision may not be right for all children and we will respect the wishes of parents and carers if they make the decision that their child will not attend. In these circumstances, enhanced support to that above will be available which may include virtual teaching sessions if appropriate.
- In normal circumstances, the school may organise a number of parent workshops during the year. These are advertised on the school website and in the school newsletter as well as the school's social media feeds. These aim to provide useful opportunities for parents to learn more about how to support their child's learning. If it is not possible to hold face to face workshops, the school will continue to offer support to any parent who requires it, either via telephone or virtual meetings. It may be possible that workshops will be offered in a virtual format.
- If you have ideas on support that you would like to have access to in order to further your child's learning, please contact the SENDCo and or Pastoral Leader (psl@smfr.co.uk) who will 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 the 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 prior learning level. This data will be shared termly with governors and be judged by external moderators such as OFSTED and SIAMS.

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

- An evaluated Personal, Social and Health Education (PHSE) and SRE (Sex, Relationships Education) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. The school are using the SCARF scheme provided by Coram Life Education which meets the requirements as set out in the statutory requirements published by the DfE which came into effect in September 2020.
- Pupil and parent voice mechanisms are in place and are monitored for effectiveness by SMT.
- Small group and individual interventions to support pupils' well-being are delivered to targeted pupil groups and individuals. These are identified on pupil's IPM or MAPP, which are shared with parents and carers. Copies are held by the Year Group Teachers, the SENDCo and stored on the area of the school computer network which is only accessible to members of staff.
- Pupils who find outside class time difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has a Pastoral Support Leader who works in liaison with the SENDCo providing additional family support for parents and carers who may be experiencing difficulties. The Pastoral Leader is also a member of the safeguarding team and is able to access early help support from the local authority if it is thought it would be beneficial to the family and / or child.

13) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)



St Mary's Farnham Royal Church of England Primary School

- Pupils with medical needs will be provided with a Care plan, compiled in partnership with the parents, medical professionals and if appropriate, the pupils themselves.
- Staff who administer and supervise medications will complete formal training and be verified by the school nurse as 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 are identified in the Medical Needs Policy (ratified Autumn 2017)

14) What Specialist Services are available at the school? (SE7 Q6)

- The school has access to a range of specialist support services which are identified in (6) above; however, access criteria to these services are set by the individual bodies and school has no control over these.

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

- In the last five years, school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on
 - How to support pupils on the Autistic Spectrum.
 - Administering asthma inhalers and epi-pens
 - De-escalation training
- **Enhanced training has been provided to individual teachers, LSAs and / or the SENDCo on:**
 - Improving access to the curriculum for children with SEND
 - Supporting pupils with ASD with social difficulties
 - Supporting pupils with behaviour difficulties and conduct disorder.
 - Supporting pupils with anxiety.
- Children who have Speech and Language identified as an area of need on their EHCPs are supported by a separate therapist employed by the school who has weekly sessions with the pupils and their support assistants, sets targets for the pupils related to their speech and language needs and provides regular feedback and resources to school staff and parents. In addition to this, the school has access to Speech Link and Language Link multimedia online programmes which allows pupils to be assessed to identify whether a child's speech is as it should be for their age. If a delay is present, the package will recommend a programme of work. It will clearly indicate when a Speech and Language Therapist's opinion is required. Language Looks at key areas of understanding of language for the classroom. Results identify where support is needed and recommend appropriate class and small group interventions. If a child needs specialist support this is clearly highlighted.
- When required, the school has access to support from SEN Specialist teachers, Speech and Language Therapists, Occupational Therapists, Educational Psychologists and the Behaviour Support team who may provide advice to staff to support the success and progress of specific individual pupils via virtual advice clinics.
- The Governor 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 unless their participation would put themselves or any other pupil in danger.

17) How accessible is the school environment?

- Disabled parking spot marked and located close to the access to the school reception.
- Ramp access into front reception.
- Access to playground via Year 6 courtyard.
- Ramped access to the school Hall.



- One toilet has been adapted to ensure accessibility for pupils and visitors with a disability.
- A medical room is provided in order to enable a safe place for the storage / administration of medicines.
- Portable ramps available to provide external access to classrooms which have steps.

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 pupil transition. These include:
 - A planned introduction programme delivered in the summer term to support transfer for pupils starting school in September.
 - Parents / 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 meets with all new parents of 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 records will be requested and a meeting set up with the parents to identify and reduce any concerns.

Transition to Secondary school.

- The transition programme in place for pupils provides opportunities for pupils to meet staff in the new school. These opportunities are enhanced for SEND pupils, where a member of staff from the new school may come and visit the pupil on the school site or additional visits to the secondary school may be arranged. Arrangements vary by Secondary School and according to the needs of each individual pupil.
- The review meeting in Year 5 for a pupil with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. At this meeting, a member of the SEND team from the local authority where the child resides will be invited so that potential settings can be discussed. There is no obligation for the local authority to attend these meetings.
- 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.
- The SENDCo or another member of staff is available to visit other providers with the parents at the parents' request.
- For pupils transferring to local schools, the SENDCo will make contact with the new school SENDCo to discuss the needs of the pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave school mid-phase will be transferred within five working days of the school receiving notification of enrolment at another school.

How are the school's resources allocated and matched to the 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 (AWPU)
 - The Notional SEN 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 or those awaiting an EHCP, the school may be allocated additional funding from the Local Authorities High Needs SEN Funding allocation (HNBF)
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted differentiation to increase access to text (desk copies of information, talk partners, accessible text, ICGT (e.g. real aloud software), different recording strategies, additional time etc.
 - In class, adult or peer support aimed at increasing skills in specific areas of weakness (learning behaviours, organisation etc.)
 - Out of class support (relationship building, social, emotional skill development)
 - Small group tuition to enable catch up (subject or targeted at additional need)



- Specific support, advice and guidance is provided to parents, carers and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological, psychological and emotional needs etc.)
- Provision of specialist resources or equipment (use of ICT, sloping desk, sit and move cushions, electronic versions of texts etc.)
- Partnership working with other settings (e.g. shared expertise)
- 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, resources e.g. Learning mentors (peer or adult) or from charities or community sources.
- Implementation of strategies from support agencies e.g. behaviour support, educational welfare support, specialist teaching service.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming or have claimed during a qualifying period, 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 teacher, SENDCo or a member of the SMT.

19) How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at meetings between the Headteacher, SENDCo and class teacher who will follow guidance provided by the Governing Body regarding SEND Funding deployment. The parent will be informed of the outcome and has the right to ask for the provision to be reviewed. The Buckinghamshire document "Ordinarily Available Provision" which is available at <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision/> is used to inform decisions about any additional support a child may require
- For pupils with an EHCP, this decision is reached in agreement with parents and the issuing Local Authority when the EHCP is being produced or at a review meeting.

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 SMT.
 - During Parents' Evenings
 - Meetings with support and external agencies.

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

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following.
 - Your child's class teacher.
 - The SENDCo
 - The Headteacher
 - For complaints, please contact the School Governor with responsibility for SEND. This is Mr Preston Brooker and he can be contacted via the school office.

22) Support Services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>



- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/>
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

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

- For Bucks <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>
- For Slough
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>
- For conflict resolution and mediation services in Bucks
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=Wuzow3eeGe0>
- For conflict resolution and mediation services in Slough
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=ScRHDoJAJcg>

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
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Support Pupils at School with Medical Conditions (September 2014)
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- SE7 Local Offer : Framework and Guidance <https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/local-offer-guide>
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=GIVSsf4UkOg>
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page>
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf