



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN/D)



Responsible for Policy: **Vicky Bradley (SENCO)**

Date Policy was written: **November 2025**

Date Policy will be reviewed: **November 2026**

The Governing Body at Oaks Park High School adopted this Policy in November 2025. This policy should be read in conjunction with the school Anti-Bullying Policy and the SEND Information Report, which can be located on the school website.

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PHILOSOPHY

Oaks Park High School commits itself to working within the guidance provided by the SEND Code of Practice 2014. This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all and should not be constrained by gender, creed, race, physical disability, special education needs or vulnerability. The Governors at Oaks Park High School value the abilities and achievements of all of its students and are committed to providing the best possible learning environment for each student.

The Oaks Park High School Special Educational Needs and Disability (SEND) Policy aims to promote the successful inclusion of students with SEN and disabilities. The school is committed to offering an inclusive curriculum to ensure Equality of Opportunity, an appropriate curriculum, a variety of teaching and learning styles, thoughtful and effective assessment, parental involvement and timely support to meet the needs of the individual whatever their needs or abilities. The aims of the Inclusion Department match the school's ethos in creating a caring and appropriate learning environment; one in which all students can learn and achieve together.

The Inclusion Department operates in accordance with the following principles:

- All teachers at Oaks Park High School are teachers of students with SEND.
- All students can achieve their very best.
- All students have the right to a broad and balanced curriculum.
- All students should share in all aspects of the life of the school.

AIMS OF THE OAKS PARK HIGH SCHOOL SEND POLICY

- To ensure the relevant legislation and guidance are implemented effectively across the school;
- To provide an environment in which individuals feel safe and are respected and encouraged to reach their full potential;
- Provide quality first teaching for all our students, including those identified with SEND;
- To ensure that, as far as possible, all students have access to a broad and balanced curriculum and extra-curricular activities;
- To ensure that the provision for students with SEND matches the nature of their needs;
- To continually monitor the progress of all students, to identify and respond to needs as they arise and diminish, and provide support as early as possible;
- To ensure that SEND students are involved, where practicable, in decisions affecting their SEN provision;
- To consult and work in partnership with parents/carers of students with SEND;
- To consult and involve outside agencies, whenever necessary;
- To identify and assess students with SEND as soon as possible and offer provision, in accordance with the Code of Practice 2014, using a graduated system as appropriate;
- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of adult life and learning;
- To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers, and discrimination and prejudice are eliminated;
- To provide high quality SEND training and CPD for all staff where necessary.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Students with SEND have difficulty accessing the curriculum, which calls for special educational provision to be made for them.

Definitions of difficulty accessing the curriculum are:

- having significantly greater difficulty in learning than the majority of others students of the same age, or
- having a disability which prevents or hinders students from making use of educational facilities of the type generally provided for children of the same age in mainstream schools.

The purpose of identification is to recognise the type of action the school needs to take - not to fit a student into a category. The following four broad areas of need provide an overview of the range that is planned for:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health difficulties.
- Sensory and/or Physical Needs.

The following **are not** SEND, but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Persistent disruptive behaviour where there are no causal factors, such as undiagnosed learning difficulties; difficulties with communication or mental health issues.
- Attendance and Punctuality.
- Health and Welfare.
- Students who need support to learn English as another language.
- Receiving Pupil Premium Grant (PP).
- Being a Looked After Child (LAC).
- Being a child of a serviceman/woman.
- Others such as those who are young carers, those who are in families under stress, pregnant students and teenage mothers;

ROLES AND RESPONSIBILITIES

The roles and responsibilities of school personnel with regard to Special Educational Needs are provided below, in accordance with Code of Practice (2014) guidelines.

Governing Body

Governors aim to fulfil their statutory duties towards pupils with SEND, as prescribed in the Special Educational Needs Code of Practice 2014. Governors allocate appropriate resources; monitor and evaluate this Special Educational Needs and Disability Policy and participate in appropriate training.

Headteacher

- Sets objectives and priorities in the School Development Plan, which includes SEND;

- Informs the Governing Body of SEND related developments;
- Is responsible for the allocation of funding devolved directly from the LA.

SEND Coordinator

- Regularly updates the school's Senior Management Team on SEND related issues;
- Raises awareness of SEND issues throughout the school;
- Is responsible to the Headteacher for the management of SEND provision and day-to-day operation of the policy;
- Manages and develops the roles of Teaching Assistants through training and Performance Management;
- Coordinates provision for students;
- Supports the teaching and learning of students with SEND;
- Maintains accurate records of students with SEND;
- Reviews and monitors One Page Profiles for those students with SEND;
- Monitors departmental delivery of the SEND Policy;
- Recruits and deploys the school's Inclusion Team, including Teaching Assistants;
- Is responsible for whole-school SEND resources;
- Liaises with:
 - parents/carers of students with SEND;
 - schools, including feeder primaries and specialist settings;
 - other SENCOs, both locally and nationally;
 - outside agencies;
- Advises/liases with fellow teachers and support staff as appropriate;
- Contributes to in-service training and external training, as appropriate.

Inclusion Officers

- Regularly updates with the SENCO;
- Support in raising awareness of SEND issues throughout the school;
- Supports the SENCO to manage and develop the roles of Teaching Assistants through training and Performance Management;
- Coordinates provision for students;
- Supports the teaching and learning of students with SEND;
- Maintains accurate records of students with SEND;
- Reviews and monitors One Page Profiles for those students with SEND;
- Liaises with:
 - parents/carers of students with SEND;
 - schools, including feeder primaries and specialist settings;
 - other SENCOs, both locally and nationally;
 - outside agencies;
- Advises/liases with fellow teachers and support staff as appropriate;
- Contributes to in-service training and external training, as appropriate.

Subject Team Leaders CLA

- Ensure that schemes of work and associated resources appropriate to a range of aptitude, ability and learning styles are available for class teachers to use within each programme of study.
- Monitor the standard of quality first teaching within their departments;
- Monitor the progress of students with SEND in their subjects, responding to the needs of individuals or small groups where needed and organising intervention for subject specific needs.

Other Staff

'All teachers are teachers of special needs'

- In conjunction with the Inclusion Department, prepare resources and identify appropriate differentiated strategies to enable access to the curriculum for all.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating, which takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensure that One Page Profiles are considered in lessons.
- Monitor the progress of students with SEND against agreed targets and objectives.
- Raise individual concerns to the Inclusion team as necessary.
- Contribute where necessary to the review process of SEND pupils.

Teaching Assistants

- Support students with SEND and the wider school population.
- Deliver individualised programmes where appropriate.
- Monitor progress against targets using One Page Profiles.
- Assist with the drawing up of individual One Page Profiles for students and development of supporting information sheets, as required.
- Contribute to the review process, either in person or via a written report.
- Work with small groups, inside or outside of the classroom, under the direction of the class teacher.
- Support SEND students on Educational Visits and other students where possible.
- Jointly plan with teachers, where appropriate.

Teacher of the Deaf

- Provides specialist assessments and interpretation of results for Deaf students within the Deaf Provision.
- Supports in managing and organising advice and appropriate provision for the students within the Deaf Provision.
- Direct teaching of Deaf students through an enriched language input through.
- Partnership working with other subject teachers and external professionals.
- Working with learners and families.
- Continuing Professional Development for all staff around supporting students who are Deaf.

Communication Support Worker

- A CSW facilitates access for Deaf learners through signed and spoken language.
- They also provide communication support for staff, pupils and parents in a variety of situations and adapt materials and delivery of curriculum content.
- A CSW can also support Deaf children participating in extracurricular activities both in and out of school.
- CSWs promote a positive view of Deafness and differences in culture

Parents/Carers

The best results are achieved where parents/carers and staff work in partnership. In working towards this principle Oaks Park High School will do the following:

- Assist parents/carers in their understanding of Special Educational Needs procedures.
- Provide opportunities for mediation and discussion where necessary;

- Ensure that the assessment and review processes take account of the parents'/carers' and young person's views.
- Provide information about the support services available.
- Recognise that families have valuable knowledge of their child.
- Encourage families to be actively involved in planning appropriate to their child's needs.
- Develop and promote open, honest and effective means of communication.
- Deliver information in an appropriate and accessible form.

ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard to the Code of Practice. Admission arrangements for students with SEND (but without an Education, Health and Care Plan) do not differ from those of other students.

However, in the case of a student in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account. Applications received by the school from Redbridge and neighbouring boroughs are each considered on an individual basis and considered against the following criteria: whether the school believes it can meet the identified requirements and needs of the child and; whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.

PROVISION OF AN APPROPRIATE CURRICULUM

Through departmental development plans and in conjunction with EHCP's, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual subject teams at Oaks Park High School, in partnership with the Inclusion team, to ensure that the requirements of the National Curriculum are met for those students with SEND.

All subject teachers will be expected to provide a differentiated curriculum that meets the needs of all students. Subject teachers will be responsible for raising concerns about a student's lack of progress directly with the SENCO, or via their Curriculum Leader.

PROVISION OF CURRICULUM SUPPORT

The Inclusion team can assist subject areas in the following ways (this list is not exhaustive):

(a) Curriculum Development:

- Planning with individual members of staff/learning teams.
- Selection/design of suitably differentiated materials.
- Selection/design of teaching strategies.

(b) Support Teaching:

Achieved by working collaboratively with a subject teacher. The SENCO and members of the inclusion team can assist by:

- Joint planning of appropriate programmes of work.
- Observation and suggestion of further strategies to trial.
- Preparing relevant and differentiated materials.
- Providing individual and small group support within lessons.

- Evaluating and reviewing what has been achieved.

(c) Withdrawal:

Some students with Special Educational Needs may be withdrawn for 1:1 teaching or placed within small group sessions. In accordance with Oaks Park High School's inclusive ethos, the withdrawal of students is kept to an absolute minimum.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS
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Transition

The Pastoral Leader for Year 7, in conjunction with a dedicated Pastoral Assistant and the Inclusion team, work closely with feeder primary schools to ensure smooth transition for all students. Where possible, the SENCO or Inclusion Officer attends any annual reviews for Year 6 students holding an Education Health and Care Plan (EHCP) who have named Oaks Park as their chosen secondary school. In addition to this, a member of the Inclusion team attends primary feeder visits with the Pastoral Leader for Year 7 and Pastoral Assistant in order to collate as much information as possible to support students who have additional needs upon their arrival at Oaks Park High School.

At Oaks Park a transition day is held for all Year 6 students, who spend a day at the school prior to joining Year 7 in September. During this time students are supported by a large team of Teaching Assistants who, alongside teaching staff, observe and support all students and raise any possible concerns they may have with the Pastoral Leader for Year 7 and the SENCO. Where possible further visits are organised for students with most need.

There are also additional visits offered to those students with EHCPs in order to aid with a smooth transition into secondary school.

There is also support provided for students with additional needs to attend our free summer school, where students are given the opportunity to take part in a range of activities and get to know some staff as well as navigate the site.

The Beginning of Year 7

At the beginning of Year 7 we will receive SATs data for all students who arrive at the school. This will provide detailed information regarding the general ability of the individual therefore allowing teachers to plan appropriately for the student.

For reading will complete an assessment as part of their LEXIA intervention and also a star reader test during their library lessons. This is an online diagnostic assessment which looks at strengths and levels of reading ability. Students who score below specific thresholds in the assessment are identified and teachers are briefed on possible barriers to learning, to ensure that students are supported through quality first teaching. This assessment, coupled with additional in-class baseline assessments, allow staff to identify which students may require additional support. These exercises begin the process of identifying the specific need/s that a student may have.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS
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Progress reviews

Students and parents/carers receive regular progress reviews. Student progress is reviewed and evaluated each term, based on the academic progress they are making and how well included they are within the school community. Primarily data is reviewed by the student's Form Tutor and the Pastoral Leader for the Year. If there are any concerns regarding progress, the Pastoral Leader can refer students to the Inclusion team to consider additional support strategies. Parents/carers can also liaise directly with the Form Tutor/Pastoral Leader if they have any concerns.

The Inclusion team is aware that parental support and involvement in their child's learning is important for any student who has an EHCP. Communication and partnership with parents/carers is therefore conducted through our Key Worker system, where a named Key Worker will regularly contact home regarding the progress and wellbeing of the child. This establishes positive home school links.

The inclusion department is available to discuss the progress of SEND students throughout the year, when OPPs are updated termly. For students we support individually (including those on EHC Plans) we review previous targets and set new ones where appropriate, which are recorded on their One Page Profiles. Students who have an EHCP will also have a full review annually with the SENDCO and/or Deputy SENDCO.

The SENCO is available at parents' evenings to discuss students' progress and review One Page Profiles with parents, as well as individual subject teachers. The inclusion department also holds regular drop in mornings for parents.

Concerns

Where staff have concerns regarding the progress (academic or social) of students, they can contact their Curriculum Leader and the relevant Pastoral Leader, who will then liaise with the SENCO. Students causing concern can then be referred to Inclusion via the google form. The SENDCO will review the referral and decide on next steps such as an observation, parent meeting or addition to the SEN register. Staff can also seek advice and guidance from our Lead Teaching Assistants who specialise in the certain key areas of SEN:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical.

If parents/carers have any questions or concerns, they can call the school and speak to their child's Form Tutor, Head of Year or keyworker directly. They can also get in touch with the SENCO at Oaks Park High School is **Miss V Bradley**, who can be contacted at the following email address:

vbradley@oakspark.redbridge.sch.uk

Further assessment

Where the school requires further clarification to identify the specific needs of a student or if there is complexity in the assessment of a student's needs, the school will request an assessment by an Educational Psychologist (EP). In this case written consent is required from parents/carers. Parents are involved in the assessment process with the EP. Reports from the EP are sent to parents/carers and an agreed progression route is discussed with them. We might also complete referrals to EWMHS, SENDATS, SALT and/or OT in order to support further assessment.

Statutory assessment

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or parents/carers may request that the Local Authority (LA) undertake a statutory assessment. This may lead to the student being provided with an EHC plan.

PROVISION FOR STUDENTS WITH SEND

Differentiated quality first teaching is a priority for all students and not just those identified as having SEND. Teaching students with SEND is a whole-school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation, which takes account of the wide range of abilities, aptitudes and interests of every student. The majority of students at Oaks Park High School learn and progress through these differentiated arrangements. The school uses the graduated response to supporting students with SEND as outlined in The Code of Practice (2014).

The Graduated Response

A level and type of support is provided to enable the student to achieve at least adequate progress. Provision is identified and managed by the SENCO and will be planned and delivered by teaching and support staff.

Wave 1 – Quality first teaching by all teaching staff.

Wave 2 – Initiated where students have failed to make adequate progress, following interventions put in place after discussion at the Student Support Panel, the student may be listed as requiring SEND support.

Provision from within the school's resources is identified to help meet students' needs. Interventions may include:

- Guided reading;
 - Friendship groups;
 - Social skills club;
 - Homework support;
 - A One Page Profile distributed to teaching staff;
 - Mental health support;
 - Referral to Special Educational Needs Advice Training Service (SENDATS);
 - Individual support or mentoring.
- **Wave 3** – Where students fail to make adequate progress despite additional provision at Wave 2, the school will seek advice and involvement from external support services, which will be requested to provide specialist assessments; give advice on teaching strategies or materials and provide short term support or training for staff. This might also include in class support from a Teaching Assistant.

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Oaks Park High School include (*this list is not exhaustive*):

- Educational Psychology Services;
- School Health Services;
- Speech and Language Service;
- Occupational Therapy Service;
- Emotional Wellbeing and Mental health Service (EWMHs);
- Special Educational Needs Advice Training Service (SENDATS).

A number of factors are considered when the type of support is being decided upon, including:

- The nature of need;
- The impact of withdrawal from mainstream lessons;
- Support from parents/carers;
- Key workers;
- The ability of a student to access lessons independently;
- The number of hours of support likely to be required.

Early intervention is highly effective in removing barriers to learning. As a result, the majority of intervention takes place during Year 7 & 8. Where this is successful, the need for support is often reduced and the level of intervention typically reduces further up the school.

Oaks Park High School recognises that students can become over-reliant on support, through habit rather than need. Therefore as part of a student's holistic development, we believe that they must be challenged - not just academically, but also in their approach to learning. It is of utmost importance that we emphasise to all of our students the need to prepare for the next step, by equipping them with relevant skills as well as academic achievements. Where staff believe that in-class support is not fostering the development of independent learning the support will be reviewed and, if necessary, withdrawn.

Student One Page Profiles and Reviews

The strategies that are employed at Wave 2, Wave 3 and for students with EHC Plans are recorded in the student One Page Profile. The One Page Profile provides key information regarding the students needs and strategies on how to best support the student, reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEN/D have a One Page Profile; however their progress is closely monitored. The One Page Profile is communicated to all staff involved in supporting the student's learning. One Page Profiles are reviewed and updated on a termly basis.

ASSESSMENT AND REVIEW OF PROGRESS OF STUDENTS WITH SEN/D

Progress of all students is measured against their baseline starting point and compared to the progress of students nationally. Reporting Window School Reports detailing this information are produced termly. All students have levels of progress monitored by their Pastoral Leader and Curriculum Leaders, and those identified as requiring further support are also monitored by the Inclusion team. Where intervention is already taking place, the success criteria determined at the start of the intervention will be used to measure its success. If there is no evidence that the intervention is effective, the intervention is then adapted or a different type of support planned.

Communication with parents/carers and students also provides information on how well the support is being received and how they feel about the way that support is provided. This information is gathered through formal and informal meetings with parents/carers, students and teachers. Inclusion staff endeavour to have open and regular communication with parents/carers and students. Through this we aim to identify any difficulties, reduce anxieties, celebrate success and ensure that the focus is on students enjoying their learning.

WORKING WITH PARENTS/CARERS IN PLANNING FOR PROVISION AND REVIEWING PROGRESS

Oaks Park High School believes that a strong home-school partnership underpins success. Parents/carers are communicated with regularly and in a variety of different ways. Any student who has an EHCP will have an assigned Key Worker, who is the main point of contact and establishes a strong bespoke relationship with the student and the family.

We have various additional systems which can be used based on what is best for the individual student and the wider family, e.g. home/school book; daily progress report; email or text. Parents/carers are also invited to attend and support planning and review meetings. All documentation is sent to parents and carers in advance of review meetings and support is also offered in advance of the meeting, should this be required to help them express their views. Parental views are recorded as part of our Annual Review procedures.

Parents/carers are also actively encouraged to help their child in many ways, for example hearing their child read and helping them to spell. Parents/carers are encouraged to attend Parents' Evenings, where their child's progress is discussed with subject teachers. New parents/carers can attend the Open Evening prior to transfer and make arrangements for additional visits through the SENCO.

SUPPORTING STUDENTS TO PARTICIPATE IN ACTIVITIES AT SCHOOL, AFTER SCHOOL CLUBS AND SCHOOL TRIPS

Oaks Park High School ensures that all students are able to participate in school activities and trips; a comprehensive list of clubs and activities is published each year and reviewed each term. These are shared with students via their Form Tutor and Google Classroom. Only where activities or trips are advised against by medical professionals will students not be offered places. In these cases the school will look at how, at least, partial participation may be possible.

PROVISION OF TRAINING FOR TEACHERS AND SUPPORT STAFF

The Inclusion team currently works in sub-teams, based on the four key areas of need as stated in the Code of Practice. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical.

In addition to these, under the umbrella of Inclusion, there is also a sub-team which works specifically in supporting children who are looked after.

These teams continually develop their individual areas of expertise by working closely with our outreach services, such as Speech and Language Therapy (SALT) and Specialist Education and Training Support Service (SENDATS). The sub-team leaders also facilitate the training of all Teaching Assistants as needs can, and often do, span more than one of the four key areas above. The sub-team leaders also offer training to all teaching staff in their area of expertise.

The Inclusion team supports all colleagues across the school by providing advice, strategies and working with teachers within the classroom. Early Career Teachers receive training on supporting SEN/D students in the classroom and Continuing Professional Development (CPD) for all teachers includes regular and up-to-date training on best practice for supporting students with SEN/D.

Individual departments can request INSET from the Inclusion team, as required, for specific purposes or generic training. Whole-school INSET is also delivered on staff training days and during twilight sessions, focusing on specific needs as appropriate.

The SENCO also liaises with other SENCOs to discuss local and national SEN/D issues and attends locally held SENCO conferences and network meetings.

The SENCO will work with the SLT (continuous professional development) to provide training as identified in performance management reviews. The school will make use of external partners to support SEND students effectively. This will be as needs arise. Teaching Assistants also have access to the National College for continued professional learning.

ALLOCATION OF RESOURCES

The school is funded to meet the needs of all students through its core budget. It is additionally funded to support provision for SEND through:

- deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry;
- funding for specific students to meet their assessed needs;
- delegated and designated budgets.

ACCESSIBILITY

Oaks Park High School works closely with the Specialist Education and Training Support Service (SENDATS), who provide further advice, guidance and training on the use of specialist equipment to facilitate access to learning for students who have complex needs. Oaks Park also works closely with the team for Visually Impaired support, Deaf Support, Social Emotional Mental Health Needs, Social Communication need and cognition and Learning needs.

Corridors in the main building at Oaks Park High School are quite narrow and can be challenging, though accessible, for students with wheelchairs and walking frames. The main building has two lifts. The new building has three floors, with wider corridors and a lift.

We also have an Inclusion Centre (the Acorn Centre) alongside the main school, which provides compact classrooms for smaller group sessions. The area is maintained by staff as a nurturing and quiet environment where students can feel safe and seek support. The Acorn Centre is a single storey building, easily accessible from the main school gates.

SEN-RELATED COMPLAINTS

If a parent/carers is unhappy with the arrangements made to meet the SEN of their child they should, in the first instance, discuss the matter with the SENCO. If the complaint is not resolved at this level then it can be taken to the member of SLT line managing the SENCO. Currently this is the Deputy Headteacher, Ms Emily De Grove. Further concerns can be addressed via the school's complaint policy (found on the website) and will be directed to the Headteacher.

The matter will be looked into by the school, in a reasonable period of time, in line with the Governors' arrangements for consideration of complaints.

MONITORING AND EVALUATION OF THIS POLICY

The degree of success of this Policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents/carers - particularly at meetings;
- Recorded views of teachers on a student's competence, confidence and social acceptability;
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments, carried out where appropriate and examination results;
- Outcomes as outlined in case studies;
- Feedback from departments and outside agencies;
- Number of complaints received.

RELATED SCHOOL POLICIES

- Teaching and Learning Policy.
- Equal Opportunities Policy.
- Accessibility Plan.
- Behaviour Policy
- Health and Safety Policy.
- First Aid and Welfare Policy.
- Admissions Policy.

LEGISLATION AND GUIDANCE RELEVANT TO THIS REPORT

- Children and Families Act 2014, Part Three.
- Educational Needs and Disability Code of Practice: 0 to 25 years 2014.
- Equality Act 2010.
- Education Act 2011.