



Special Educational Needs & Disability Policy

Revised in line with the new Code of Practice
2017-2018

Created by: Sheila Honeybourne Assistant Head teacher/SEN Manager working in partnership with the Senior Leadership Team & Management Committee

Reviewed by: Tom Archer SEND Management Committee

Date: Dec 2017

Review Date: Three Yearly
Due regard has been given to the Equalities Act 2010

Cranbury College is a 132 place alternative curriculum provider. It is a multi-site, complex organisation responsible for the education of young people across five Key Stages. The four sites include: Primary on College Road, Futures the secondary KS4 on Cranbury Road, Vision a Post 16 provision including Pathways KS3 and teaching on Lion & Dolphin Wards, Kempton Day Bed Unit and in Children's Clinic at the Royal Berkshire Hospital (RBH). Apart from the RBH, most students have experienced permanent exclusion from a mainstream or special school. The service also works across all schools in the Local Authority (LA) providing medical tuition on request and primary and secondary behaviour support and respite.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

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

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 long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks'.

Mission Statement

#YourFutureStartsHere

#OurWorkChangesLives

Our Values & Vision for SEND at Cranbury College

'Every Teacher is a Teacher of SEN'. At Cranbury College this means that every adult must be aware of the diverse range of need and seek to work cooperatively to support the student during their college placement. At Cranbury College we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available. All pupils at Cranbury are recognised as requiring SEN Support or some have an Education Health & Care Plan (EHCP).

1. Cranbury College aims to:

- Provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disability Code of Practice 0-25 years (July 2014)*
- Promote independence, equality and consideration for others
- Ensure that we celebrate the wide range of our students' progress and attainment
- Support all students to excel by offering individualised programmes, developing resilience and at all times preparing them for progression
- Equip students with the skills and attributes necessary for life
- Maintain excellent customer service for all stakeholders most importantly our students, parents and carers

To achieve this Cranbury College seeks to:

- **Identify the needs of students with SEND as early as possible.** Our entry systems gather comprehensive data which informs planning and provision. Where needs have not been previously identified, staff report their observations to the SEN Manager and team members and swift action is taken to explore and address these needs

- **Monitor the progress of all students** in order to aid the identification of students with SEND the college aims to consistently monitor all students with additional needs and help staff to ensure that the students are able to reach their full potential
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SEN Manager and Head Teacher and will be carefully monitored using the DataTracker and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for
- **Work with parents and carers** to gain a better understanding of their child, and involve them in all stages of their education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress
- **Work with and in support of outside agencies** when the students' needs cannot be met by the college alone. Cranbury College receives further support from CAT teams, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MASH, Source, YOS and a wide range of services to meet individual needs. The hospital teaching team work alongside a wide range of medical professionals on the ward.
- **Create a school environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation and student voice is promoted across the school within the security of for instance, their Keyworking group, regular Key Stage school assemblies or Circle Time at the primary. This is not an exhaustive list and there are many other planned and ad hoc opportunities for students to contribute to college life including video evidence

2. Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for students with SEND is **Mrs Mandy Wilton (Head Teacher)**
- The person co-ordinating the day to day provision of education for students with SEND is **Mrs S Honeybourne (Assistant Head & SEN Manager)**. Mrs Honeybourne was awarded the National Award for SEN in December 2012 shoneybourne@cranburycollege.reading.sch.uk
- The member of the Management Committee with responsibility for SEND is **Mary Morris**
- The designated member of staff for safeguarding is **the Head Teacher** working collaboratively with the Safeguarding Team
- The designated member of staff for managing Pupil Premium is **the Assistant Head Teacher**
- The designated member of staff for Looked after Children is **the Assistant Head Teacher**
- The designated member of staff responsible for managing the Colleges' responsibility for meeting the medical needs of students is **the Student Welfare Officer** but will be delegated to staff on the individual sites holding current First aid qualification

3. How can parents access this policy?

The policy is available to all parents as a paper copy on request on each site. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the college's SEND provision and is published on the College website www.cranburycollege.reading.sch.uk. The policy can be printed in a larger font or read to the parent/carer.

4. Arrangements for co-ordinating SEND provision

It is the responsibility of all schools to provide good teaching and holistic support for all pupils. We believe at Cranbury College, that it is particularly important that pupils who have most difficulty with their learning are taught by good quality teachers.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make a successful transition into education, employment or training (EET)

The SEN Manager will hold details of all SEND Support records such as the SEN Register, provision maps and SEND files for individual students.

All staff can access the following documents on the shared network:

- The Cranbury College SEND Policy & SEND Information Report
- A list of the students who have been deemed SEND Support+
- Guidance on identification of SEND in the Code of Practice September 2014
- Information on individual students' special educational needs including student data, risk assessments, behaviour maps and keyworking data
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Information available through the Reading SEND Local Offer

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements enabling them to plan and prepare to meet the needs of individual students. Collating and using data effectively is a challenging and Cranbury are seeking to coordinate in one document - Student Formulation. This working document will hold historical information from their previous school, assessment data, risk assessments, progress data and a chronology of events that are current.

Any long term inpatients on Lion & Dolphin Wards are taught by qualified staff with a knowledge of SEN. Close liaison with the student's school ensures continuity and progress.

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5. Admission arrangements

Only students admitted for medical needs and to the Post 16 site have a choice about coming to Cranbury College. Students who have been permanently excluded are admitted into college following their Disciplinary Committee Meeting (DCM). The college has an informative Welcome Pack shared with the students and parent/carer including an 'Advice about SEND' Booklet. An agreed number of SEND students with no school roll are admitted to the roll of Cranbury College via the Cranbury College Admission Panel (which administers the Fair Access Protocol) and their educational packages are managed by the college. Students with medical needs are admitted following a medical referral via Cranbury College Admission Panel. Children taught on the wards are not registered with Cranbury College and remain on roll with their home school with teaching staff liaising with the home school.

6. Specialist SEND provision

Cranbury College is an inclusive education setting. All sites are able to adapt to support students with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate. Children with all levels of SEND are taught whilst on Dolphin and Lion wards and the teaching staff are trained in working with children with profound special educational needs.

7. Facilities for students with SEND

The buildings are not purpose built and consequently have some drawbacks. The primary site has a large outdoor space; Post-16 has no outdoor space, secondary Futures and Pathways Key Stage 3 site has limited access to outdoor space. The current buildings provide limited wheelchair access and all sites have disabled toilets. Adaptions can be made if it is required to meet the needs of an individual student.

8. Identification of student's needs: all students at Cranbury College (not RBH) are identified on the SEND Register as SEN support. In reality, students with additional needs are identified within the college as 'SEN Support +' - this in-house term defines this group as needing additional support or who are involved in another agency such as CAMHs.

The four areas of need as outlined in the code of practice include:

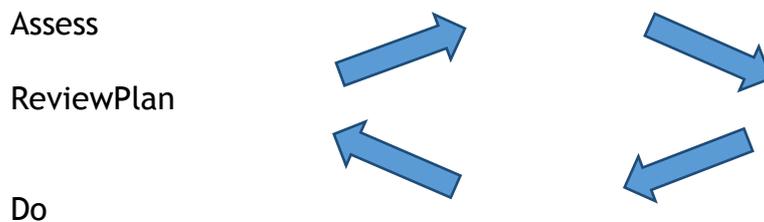
1. Communication & interaction
2. Cognition & learning
3. Social, emotional & mental health
4. Sensory and/or physical

Identification:

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be identified through the assessment systems in college
- Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- All teachers and support staff will take steps to provide differentiated learning opportunities that will aid the student's academic progression and ensure that staff better understand the provision and teaching style that needs to be applied
- The SEN Manager will be consulted as required for support and advice and will observe the student in class
- Through the above actions it can be determined which level of provision the student will need
- Parents will be informed fully at every stage of their child's assessments and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school
- The student is monitored if concerns are raised by the parent or teacher but this does not automatically place the student on the school's SEN Support+ register. Concerns are discussed with parents/carers.
- Student progress meetings, Keyworking Reviews and parent meetings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress and can be held at any venue including home to suit the parent/carer.

SEN Support: Recognising that all Cranbury College students are already at SEN Support it is the responsibility of all staff to re-engage students in their learning and provide effective educational programmes.

If a learner is identified as having SEN, we will provide support that is ‘**additional to**’ or ‘**different from**’ the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’, intended to overcome the barriers to their learning. When providing support that is ‘additional to’ or ‘different from’ we engage in a four stage process:



This is known as the **Graduated Support Approach** and is an ongoing cycle which encourages all staff to be actively involved, reflective and adaptable, ready to change.

Assess

In identifying a student as needing SEN support+ the college assesses each student on arrival, before they take up their place. The comprehensive assessments in our entry and exit systems include numeracy & literacy levels (Access Maths & English tests) and their emotional needs are measured using Boxall profiling (Primary), PASS data and SDQ. We have supplemented these tests for students who experience greater need using Number Screening and **////////** Within a short time this data will be added to and will include student responses and observation of the student in different settings. The views and experience of parents and previous school will also be collated at the initial interview and at further meetings. Any parental concerns will be recorded and compared with the school’s information and assessment data on how the student is progressing. All of this rich data is collated on a ‘Student Formulation’ and this is being implemented for all students on the primary and secondary sites. This shared information can be used by all staff to inform and aid lesson planning and differentiation.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external practitioners are already involved e.g. an Education Psychologist, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with additional SEN support+, parents will be informed. Planning will involve consultation between the staff, SEN Manager, student and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

All staff have responsibilities working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class. They will work closely as a team and with relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and areas of concern, problem solving and advice on the implementation of effective support will be co-ordinated by the SEN Manager.

Review

Reviewing student progress will be made termly following Key Assessments (six times per year). The review process will evaluate the impact and quality of the support and interventions. The SEN Manager will revise the support in light of student progress and development making any necessary amendments going forward, in consultation with parents and staff.

9. Referral for an Education, Health and Care Plan (EHCP):

If a student has lifelong or significant difficulties they may undergo a Statutory Needs Assessment process requested by the school or by a parent. When a student is Post 16 they may apply in their own right. In college we particularly need to identify if a student may require a specialist provision. In complex cases the needs of the student may meet the criteria to commence an Education, Health and Care Assessment. The application led by the SEN Manager collects information from a variety of sources including:

- Parents
- Student
- Teachers & support staff
- Any other practitioners including Social Care & Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. The Needs Assessment is submitted to the Local Authority SEN Panel and if successful will ultimately lead to a Co-Production meeting where the parent/carer, student and professionals all agree to a plan. The whole process takes up to 20 weeks and requires good quality reports drawing from many areas of the student's life.

Further information about EHC Plans can found in the College Welcome Pack or via the SEND Local Offer: www.reading.gov.uk or by contacting:

Parent/carers may also seek the support of: **Reading Information, Advice & Support Service for SEN** (formerly Parent Partnership) which offers impartial advice and support.

Lesley Chamberlain is the coordinator and can be contacted on 0118 937 3421 or email: iass@reading.gov.uk

Education, Health and Care Plans (EHC Plan)

1. Following successful Statutory Needs Assessment, an EHC Plan will be agreed and submitted to the LA if it is decided that the needs of a student are not being met by the support that is ordinarily available. Parents, their child and all the practitioners will be involved in developing and producing the plan.
2. Parents have the right to appeal in a number of areas set out in 11.45 of the code of practice and will be guided through this process by representatives of the L.A.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The

Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place. The college has been highly commended for the way such meetings are conducted.

4. Students who currently have a Statement of Special Educational Need will have their statements converted to EHC Plans at an Annual Review designated as a Conversion Review.

An online link to the Reading SEND Local Offer can be found on the College website.

The process by which a student is identified as having SEN has radically changed since September 2014 and is continuing to evolve. Parents and carers are encouraged to seek further information from the SEN Manager and external agencies such as Reading Information, Advice & Support Service for SEN (formerly Parent Partnership).

10. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the college as required and as far as is possible, taking into account the wishes of parents and the needs of the individual.

If it is deemed appropriate, Access Arrangements for exam concessions are put in place from the end of Year 9, after screening by the Specialist SEN Manager in consultation with staff, many students gain these concessions requiring readers and extra time. The college creates a calm environment with students divided between every room in the college to facilitate this.

Every effort will be made to educate students with SEND alongside their peers in a classroom setting. Where this is not possible, the SEN Manager will consult with parents and the student seeking more flexible arrangements including a wide range of Alternative Education Providers (AEP). The college also works alongside the LA and parents seeking specialist education settings inside and outside of Reading. The SEN Manager seeks to support parents at this time including arranging visits and explaining the whole process.

11. Ensuring Access to the Curriculum for Students with SEND:

The SEN Manager and Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Training is tailored to each site and their particular needs. Staff members are encouraged to attend voluntary twilight, INSET and online learning to further develop skills and knowledge which is key to our vision of **'#YourFutureStartsHere'**
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary
- Individual or small group tuition is available where it is felt that students would benefit from this provision
- Setting appropriate individual targets that motivate students to fulfil their potential and celebrating achievements at all levels, building a resilient community of independent learners

12. Supporting students with medical needs

Cranbury College is committed to providing medical tuition for students whose health conditions prohibit access to a full time timetable in their school. The students are referred via the Pupil

Admission Meeting (PAM) and once accepted become dual registered. The Programme Coordinator for Individual Programmes, regularly reviews student attendance and progress until the school team, parent and student agree the next step of re-integration back into school. Further advice can be sought from the college's Medical Policy from the school website.

The Hospital Teaching Service (HTS) provides education in the RBH on Dolphin and Lion acute paediatric wards and on Kempton Day Bed unit and in the Children's Clinic. Children from the age of 4 - 16 are offered teaching. All subjects are offered, though there is an emphasis on literacy, numeracy and art. Staff are also trained to teach children with profound special educational needs and have strong links with local special schools. Children from all parts of the country and overseas are taught.

The team aim to teach a child on the first day of their stay. Where a child is in hospital for a longer stay (more than 3 days), the child's home school is contacted and the HTS will then teach to the home school's planning.

Records of all teaching are kept and reports sent to schools for long stay pupils. Children's work is displayed on the wards.

A register is kept of all school age pupils who are on the wards during term time.

HTS give priority to teaching the children who are long stay pupils or who are recurrent pupils- such as oncology patients, sickle cell patients, cystic fibrosis patients.

Children are able to take exams in the hospital where necessary- the team are all trained invigilators.

13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the college encourages feedback from staff, parents and students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire sought at least annually.

Student progress will be monitored on a termly basis (6 times per year) and compared with national expectations. Cranbury College offers an *Open Door* policy where parents can access the SEN Manager and college staff regularly, without making an appointment. Further feedback from parents can be given at any time through email contact, by phone or at meetings.

A formal evaluation of the effectiveness of the college SEND provision and policy is collated in an SEN Information Report. The evaluation is carried out by the SEN Manager in consultation with the Head teacher and SEN lead on the Management Committee. Information is gathered from different sources such as student and parent surveys/ teacher and staff surveys/parents evenings/ consultation sessions and report feedback forms. This will be collated and published by the Management Committee on an annual basis in accordance with section 69 of the Children and Families Act 2014. Due to the risk of exclusion throughout the school year and data recorded will only be correct for a limited time.

14. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, it is important that this is resolved as quickly as possible. The college's *Open Door* policy allows prompt dialogue to commence which hopefully will lead to resolution. The Complaints Policy is published on the college's website, meetings will involve the SEN Manager and members of the Senior Leadership Team who will offer advice on formal procedures for complaint if necessary. In the event of continued dissatisfaction, parents / carers will be advised to take their complaint to the SEN Lead on the Management Committee.

15. In-service training (CPD)

We aim to keep all college staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The college can seek the support from a range of providers to access training but as we see ourselves as a learning organisation we also offer in house training using the expertise we have. All training is outlined on the college calendar published on the website.

The SEN Manager attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND- focused external training opportunities for all staff. All support staff are offered training opportunities to build up their expertise.

We recognise the need to train all our staff on SEND issues and allocate funding to support this professional development. The SEN Manager, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. All staff is encouraged to do a range of on-line training opportunities and to share this within their teams.

16. Links to support services

The college continues to build strong working relationships and links with external services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within the college. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SEN Manager who will then inform the student's parents.

17. Working in partnerships with parents and carers

Parents / carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

At Cranbury College, we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

The college takes pride in the positive feedback given by parents and carers. We recognise that Cranbury College is not their first choice school, they have experienced the trauma of exclusion but through consistent care and dialogue they feel supported. This takes time and dedication but all staff are committed to this process.

Where children and young people are 'looked after' (LAC) by the local authority we have an additional role. National figures in specialist provisions like Cranbury College, show that children who are looked after are significantly over represented in having statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children half termly or as required
- have an up to date Personal Education Plan (PEP) which is easily understood by everyone involved. Since January 2017, Reading is using the epep system placing all the responsibility back to the schools and the Designated Teacher for LAC (currently the SEN Manager)
- ensure close working with the specialist services who support looked after children including the Virtual School and social workers
- normalise life experience wherever possible
- ensure our looked after children, are fully included in the activities available
- Work with other LA systems if students are placed in Cranbury College

The SEN Manager or members of SLT will provide support to teaching staff throughout any of the review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

The SEN Manager may also signpost parents of students with SEND to the L.A. **Reading Information, Advice & Support Service for SEND** service when specific advice, guidance and support may be required. The SEN Manager has produced a pamphlet for primary and secondary students, 'Has your child got special education needs'.

If an assessment or referral indicates that a student has additional learning needs the parent/carer and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN lead on the Management Committee may be contacted in relation to SEND matters.

18. Safeguarding the students at Cranbury College

The college works closely with a wide range of professionals to protect and promote the welfare of all the students in our care. All staff have Level 1 Safeguarding training either through the LA or on-line training. The Head Teacher is the designated Safeguarding Officer with day to day responsibility delegated to the safeguarding leads on each site. The Hospital Teaching team follow the protocols of the RBH safeguarding team and have close links with the designated safeguarding nurse.

All staff completed training in Child Sexual Exploitation (CSE). Staff is aware that it is **all** our responsibilities as our students are in high risk groups and could be potential targets for CSE. To this end we attend LA meetings re SEMRAC-Sexual Exploitation Missing Risk Assessment Conference. This is helpful to make links across the borough involving students attending Cranbury College.

19. Links with other schools

Cranbury College works closely with other local mainstream and special schools. Expertise particularly linked to behaviour management and Team Teach is shared as required. The SEN Manager regularly meets with other SENCOs at network meetings. The college attends review meetings for students who are dual roll. The college plays a role supporting students who are at risk of exclusion through the Primary Behaviour Support Service and our offer of Respite to schools

20. Transition

At Cranbury College, transition is ever present in our planning for student as we are constantly aware of the skills students will need in order to access the next part of their learning. When that learning is to take place in a new setting, transition planning becomes a key priority. Preparing for adulthood and the outcomes which will support independence and choice making, involves the development of specific skills. For all students we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

Where a student has a current statement or EHC Plan there is a legal requirement to provide a Transition Annual Review at the point of Year 9 , Year 11 and Year 13. This review will usually take the form of a Person Centred Review. Transition Plans are drawn up in accordance with parental, student and staff views following the actions of a Review Meeting. The college seeks the involvement of the 'Pathways, Work Experience & Careers Advisor' to guide students on potential career or training opportunities.

Any **new students** arriving throughout the school year at any site, start an Induction programme where they have the opportunity to meet all key staff, become familiar with the school buildings and are usually given baseline testing in each subject area. They will then gradually increase their timetable and have carefully managed opportunities to meet and develop relationships with their peers. This Induction is reviewed with staff, the pupil and their parents / carers.

Signed: Mandy Wilton [*Mandy Wilton*] (Head Teacher)

Date: 21st December 2017

Signed : Sheila Honeybourne [*Sheila Honeybourne*] (SEN Manager)

Date: 21st December 2017

Signed Tom Archer [*Tom Archer*] (SEN lead on the Management Committee)

Date: 21st December 2017

Appendices:

Special educational needs & disability code of practice 0-25 years July 2014

Reading's criteria for starting an EHC needs assessment for a child or young person

Review date: December 2020