

## **St Mary's Catholic Primary School**

# **Policy for Special Educational Needs and Disability**

**2019-20**

### **Rationale**

The Birmingham Policy Statement says that:

*"All children can learn and should have access to a broad, balanced and relevant curriculum, designed to meet their needs, which enables them to be included successfully in a life-long learning process leading to significant educational progress."*

At St Mary's we recognise that children of all abilities have specific learning needs and are committed to an Individualised Learning approach. Our teachers aim to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, some children fail to make adequate progress even when teaching approaches are targeted at their identified area(s) of weakness or experience other barriers to their learning, such as sensory or physical impairment or social, communication or emotional difficulties. This policy is concerned with the ways in which the needs of these children are identified and met.

### **Introduction**

This policy outlines the procedures necessary for identifying and providing for children with Special Educational Needs & Disability (SEND) at St Mary's. It is integral to other school policies including Assessment, Teaching and Learning, Inclusion, Equal Opportunities, and all curriculum guidelines. It follows the regulations the Children and Families Act, Part 3 – concerned with 'Children and Young People with Special Educational Needs or Disabilities in England' (September 2014). The Code of Practice associated with the Act applies to children and young people from 0 to 25 years. There was a phasing out of Statements of Special Educational Need from September 2014, replaced by Education, Health and Care (EHC) assessments and Plans. The new Code made it a statutory requirement that the Coordinator of Special Needs and Disability (SENCO) is a qualified teacher.

## **Definition of Special Needs**

According to the Code of Practice, children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities for children of the same age.

Some pupils find work difficult because their first language is not English. Whilst such children may require some additional support while learning to communicate effectively in a new language, they *do not* have Special Educational Needs unless they also have a learning difficulty as described above.

## **Aims**

Our overall aim is to help each child to be the person God created them to be and to optimise their gifts, talents and build their self-esteem. We value all children in school equally and our guiding principle is one of inclusion.

We aim to:

- Identify areas of special need as early as possible;
- Include children with Special Educational Needs and Disability in all aspects of school life;
- Seek children's views and take them into account;
- Provide all children with access to a broad and balanced curriculum through whole class, small group teaching and individual support;
- Prepare suitable programmes of work structured to each child's needs with the relevant resources;
- Provide a range of teaching strategies and effective differentiation;
- Provide specific input matched to individual needs, in addition to differentiated classroom provision, for children with Special Educational Needs;
- Provide appropriate support and training to enable all staff to play a part in the identification of Special Educational Needs and address pupils' individual needs;
- Encourage parents to understand and support their child's learning at home and at school;
- Liaise and consult with outside agencies where appropriate.

## **Special Educational Needs Co-ordinator (SENCO) Responsibilities**

The responsibilities of the SENCO are:

- Overseeing the day to day operation of the school's Special Educational Needs policy;
- Coordinating provision for children with special educational needs;
- Preparing and reviewing plans of 'Additional SEN support' (ASENS) with the class teacher, parents, child and specialist, external support;
- Overseeing ASENS planning, making referrals to outside agencies and requesting statutory assessments;
- Liaising with Class Teachers, parents and outside agencies;
- Conducting Annual Reviews for children with Educational Health Care Plans (EHCP);
- Attending SENCO meetings with SENCOs of other schools to keep up to date with developments in special needs.

## **Identification, Assessment and Provision**

Provision for children with Special Educational Needs is a matter for the school as a whole. In addition to the governing body, the head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teaching and support staff are teachers of children with Special Educational Needs. Teaching such children is therefore a whole school responsibility.

## **Entering the school**

On entry to the school, each child's current levels of attainment will be assessed to ensure that they build upon the pattern of learning and experience already established during the pre-school years. If the child already has an identified Special Educational Need, this information may be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the English language or arise from Special Educational Needs.

## **Monitoring children's progress**

Our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are judged to be inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

## **The SEND Information Report**

At times a child may need additional support and this, our SEND Information Report, explains what we at St. Mary's can do to support a child, the various types of support available and how our staff can work as a team with parents to achieve the very best outcomes – see the SEND Information Report on the school website and appended.

## **The Local Offer of Birmingham Local Authority**

Our SEND Information Report complements the Local Authority's Local Offer which can be found at: [www.mycareinbirmingham.com](http://www.mycareinbirmingham.com). This is broader in its scope and describes the statutory services and provision that the Local Authority offers to all children and young persons of special educational needs and disability (SEND) between the ages of 0 to 25 years from September 2014.

## **The SEN Process**

In order to help children with Special Educational Needs, the school will adopt a 'graduated response' that recognises there is a continuum of Special Educational Needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The steps taken to meet the needs of individual children will be recorded.

Difficulties are categorised into four areas of need. They are:

1. Cognition and learning
2. Emotional, Behavioural and Social Development
3. Sensory and/or physical
4. Communication and interaction

## **Cause for Concern**

Where a possible Special Educational Need is identified, the class teacher should discuss this with the SENCO. A brief description of the concern is to be made, along with strategies that will be used to address the need and any requirement for additional provision.

## **School Support**

Where a period of 'targeted' curriculum support has not resulted in a child making adequate progress, or where the nature or level of a child's needs are unlikely to be met by such an approach, provision to support the child may need to be made. The Class Teacher, in consultation with the SENCO and parents, will write an 'Additional SEN Support' plan (ASENS) for the child. This plan will show differentiation that is additional to the usual class planning, strategies that will be used and any extra provision of support that is available by means of targeted interventions.

If insufficient progress is made by the child, the SENCO, in consultation with the class teacher and parents, will seek advice from an appropriate outside agency. This advice will then be used to develop the plan of additional support.

Most help will be provided within the classroom. Extra help may be provided outside the classroom where appropriate, but within the context of the Foundation Stage or the National Curriculum. The progress of children at ASENS will be monitored closely by the class teacher and the SENCO.

## **Request for Statutory Assessment**

If a child does not make sufficient progress after the above steps have been taken then, in consultation with the class teacher, head teacher, parents and the SENCO will make a request to the Local Authority for Statutory Assessment for an Educational Health Care Plan.

## **Educational Health Care Plan (EHCP)**

If a statutory assessment finds that there are serious learning difficulties, the Authority will write an Educational Health Care Plan. This EHCP will set out educational objectives that will be incorporated into an ASENS. Additional funding may be included in the EHCP to support the child. EHCPs are to be reviewed at least annually and the results are reported to the parents and the Authority. A representative from the Authority will attend the review.

## **Additional SEN Plans**

Strategies employed to enable the child to progress will be recorded within an ASENS plan. This will include information about:

- short-term targets set for the child
- teaching strategies and resources to be used
- provision to be put in place
- when the plan is to be reviewed/ progress assessed
- outcomes (to be recorded when the plan is reviewed).

The ASENS will only record that which is additional to, or different from, the standard differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed and agreed with the child and the parents. The ASENS will normally be reviewed each term and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

## **Arrangements for partnership with parents and children**

The SEND Code of Practice for children and young people 0 to 25 years states:

"Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood."

The school will always inform parents when their child is receiving help for Special Educational Needs.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. At St Mary's we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners, supported to play an active and valued role in their child's education and invited to attend all Reviews.

Parents of any pupil identified with Special Educational Needs may contact the Parent Partnership Service for independent support and advice.

### **Pupil participation**

Children with Special Educational Needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes, according to their age and understanding, including the setting of learning targets and contributing to Individual Education Plans.

### **Links with other agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Educational Needs. The school receives regular visits from the Pupil and Schools Support teacher in the curriculum area of Mathematics. We employ a SEND consultant for Literacy who can carry out specialist assessments. We also seek advice from the Specialist Support Team, Speech and Language Therapy and 'Victoria Outreach', which helps us to support our pupils with physical difficulties. An Educational Psychologist will be brought in when appropriate to help us assess children's needs more accurately.

### **Transition to Secondary School**

We have developed good links with SENCOs in local secondary schools and, as children with special educational needs move into Year 6, we liaise closely with the secondary SENCOs. The aim is to discuss the progress and needs of our pupils in order to ensure a smooth transition into secondary education and that suitable support can be put in place in Y7.

### **Success Criteria**

The success of the education offered to children with Special Educational Needs will be judged against their development and progress. The policy will be reviewed annually and the Governing body will be kept informed of the School's SEN status, provision and ambitions to improve our SEN provision further.

J. Blaney  
SENCO

Consulted with:           Teaching Staff  
                                  SEND governor/ governor parent representative/s  
                                  Governors Curriculum Committee

Ratified by Governing Body: October 2019           For review: October 2020

See related policies:       Teaching and Learning,   Equal   Opportunities,  
Pastoral Care



## St. Mary's Catholic Primary School

### Our School Information Report

Meeting the needs of children with special educational needs and disability

St. Mary's Catholic Primary School wishes to help your child achieve their very best and we know that you, as parents, share our aim to help your child achieve greatly. St. Mary's has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible outcomes.

#### Headteacher's welcome:

At St. Mary's we embrace all children regardless of ability. We work to support them achieve their very best in all ways as children who are filled with the promise of God. Our ethos and our mission is that we will work to achieve excellence in all things and for all within our school family.

As a main stream school, we will not always be able to meet the needs of some children in spite of any *reasonable adjustments* that are made. We are acutely aware that we are non-specialist teachers, unable to meet the demands and needs of any child who has **severe educational needs**. By this, I mean that these children need and deserve the very best that our Educational System can provide – they often need specialist provision and this should never be compromised. The child's needs together with the experience of staff must be at the forefront of any crucial decision making.

At this point in our school history we are an evolving school with increasing numbers of young and relatively newly qualified staff, albeit staff of enormous potential. The promise to provide excellence, therefore, for children with severe and complex needs cannot be part of this guarantee at this time. What we do promise is that we will invite full discussion for mutual understanding of any child's complex needs so that the very best outcomes **for the child** can be achieved.

We have the highest of expectations for all pupils, regardless of ability, and at the earliest possible stage we will put support in place to help remove any barriers to their learning when this is required.

At times your child may need additional support and this, our SEND Information Report, explains what we at St. Mary's can do to support your child, the various types of support available and how our staff can work as a team with you to achieve the very best outcomes.

#### **The Local Offer of Birmingham Local Authority**

Our School Offer complements the Local Authority's own Local Offer which can be found at: [www.mycareinbirmingham.com](http://www.mycareinbirmingham.com). This is broader in its scope and describes the statutory services and provision that the Local Authority offers to all children and young persons of special educational needs and disability (SEND) between the ages of 0 to 25 years from September 2014.



## **The provision St. Mary's Catholic Primary makes for all children**

The curriculum we design, meeting the latest statutory requirements of the 2014 Primary National Curriculum for Key Stages 1 & 2, is broad and balanced and adapted to meet the children's needs.

All pupils receive high quality teaching, catering for a wide range of learning styles and delivered by well planned and differentiated lessons that match the range of learning abilities in each classroom.

Our classes are also supported by teaching assistants, enabling the teacher to provide small group and sometimes one to one support when necessary to help all pupils to reach their potential, making good and better progress. Occasionally children are withdrawn from their classes for such support; this individual or small group approach helps the majority of children close 'gaps' in their learning and work well when back in whole class settings, transferring the skills that they have been supported with and taught. The provision of such additional support is put in place at the start of each academic year (but is available at any time in the annual cycle) based upon existing school assessments and our understanding of pupils' needs. This provision is monitored by the class teacher and adapted accordingly, with new targets or alternative intervention strategies, to achieve the desired outcomes.

Assessments are made to ensure that the children are on track and the progress of each child is reviewed each half term by the senior leadership team with the children's class teacher at which time provision may be adjusted to meet any identified needs. Parents are always encouraged and expected to engage in supporting learning in different ways. You are informed of your child's general progress and targets, formally through three annual Parents' Consultation Evenings and end of year School Report, and informally as requested by you or the school.

## **Provision for children with special educational needs and disability SEND**

Children with SEND have learning difficulties and/or physical disability which make it harder for them to learn than most children of the same age. If your child has a high level of difficulty when they join our school or continues to experience difficulties after the initial support we provide, he or she may be considered to have Special Educational Needs and be placed on our Special Educational Needs and Disability (SEND) register of **Additional SEN support**. Parents will be informed of this decision and will be liaised with closely throughout by the SENCO and teacher.

Children with a disability will be given as full access to the physical environment of our school, to the curriculum and extra-curricular opportunities as possible - this provision being adapted where necessary to match their specific needs.

[\*\*If your child is considered to have SEND, your first contact within St. Mary's is the Special Educational Needs Coordinator \(SENCO\), Mr. John Blaney.\*\*](#)

The placement of a child with significant educational needs must be well considered and may require specialist resources – which may be beyond our mainstream school provision - and staff experienced in the teaching and learning of such children. The Local Authority will assist a parent in identifying the most appropriate provision to meet such significant needs. We believe that the child must be at the heart of this vitally important choice to enable them to thrive educationally with the most appropriate forms of support available. Hence, we will discuss with you, prior to admission, the provision we can make and whether our school is best placed to meet the needs of your child.

Some children on the SEND register may overcome their difficulties quickly and easily with the right support from our school, home and external agencies. However, some will continue to need extra help for most or all of their time in school. Their difficulties can include:

- Some or all of their work in school
- Reading, writing or mathematics
- Understanding information
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory difficulties
- Physical mobility
- Making friends or relating to others

Class teachers, working alongside the SENCO, will assess your child to gauge their strengths, needs and the additional help they may require. External agencies that can provide particular professional expertise may be requested to assist in such assessments. These agencies may include:

- Pupil and School Support Team
- Communication and Autism Team
- Sensory Support Team
- Speech and Language Support
- Occupational Therapy
- Child and Adolescent Mental Health Services
- Educational Psychologist
- School Nurse
- Other health professionals

St. Mary's will use the single category from September 2014 - '**Additional SEN support**' - for pupils newly identified with SEN and transfer all children currently on the pre -2014 register (i.e. 'School Action', 'School Action+' ) to the School's Additional SEN Support Register within this academic year 2014 -15.

#### Statements of SEN - The Education Health Care Plans

If your child's needs manifest as complex or severe, because despite additional support in school and from outside agencies only limited progress is made, we may with your agreement, request a statutory assessment from the Local Authority. This involves the LA providing extra resources in terms of funding for additional provision including; staff time, special equipment, specialist support. This provision is reviewed annually by the parent, teacher, SENCO and pupil.

**From September 2014**, all children and young people in the age range 0 – 25 years, who have significant special educational needs, will undergo an assessment for an Educational Health Care (EHC) leading to an EHC Plan rather than a Statement of SEN.

For children who have a Statement of SEN, the transfer of Statements to EHC Plans by the LA will be a gradual process – taking perhaps three years until all statements are transferred by Birmingham LA.



## **St. Mary's Catholic Primary School**

### **Our SEND Information Report**

**Meeting the needs of children with special educational needs and disability**

## **Questions and Answers**

**Q1 - Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

Your child's class teacher; John Blaney (SENCO); Headteacher, Miss Helena Cusack; and any other member of the senior management team.

**Q2 - What are the different types of support available for children with SEND in our school?**

St. Mary's provides high quality teaching, differentiated to meet most children's needs, with a multi-sensory approach to make learning accessible. Teachers and Teaching Assistants work as a team to support your child, with external agencies providing additional support and advice for children with special needs.

#### **Question 3**

**How can I let the school know I am concerned about my child's progress in school?**

Please ask to see your child's class teacher for a 'Reading meeting' in KS1 or a meeting in KS2. You should speak to your child's class teacher who will listen carefully to your concerns and discuss your child's needs.

You may wish to arrange for a further meeting with the SENCO, Mr. Blaney, to address your concerns and put appropriate actions in place.

#### **Question 4**

**How will the school let me know if they have any concerns about my child's learning in school?**

You will be invited into school to have a meeting with the class teacher for a discussion and a further meeting with Mr. Blaney, SENCO, can be arranged at that time if necessary.

#### **Question 5**

**How is extra support allocated to children and how do they progress in their learning?**

Children with identified educational needs and/or disability will be given a programme of support with an agreed Additional Special Educational Needs Plan. Their progress against specific educational targets will be monitored closely and parents liaised with throughout. Children with more significant needs may require an Education Health Care Plan (formerly a Statement of SEN).

#### **Question 6**

**Who are the other people providing services to children with SEND in this school?**

School is able to access the specialist support of a number of agencies in order to meet specific needs which include:

- Pupil and School Support Team
- Communication and Autism team
- Sensory Support Team
- Speech and Language Support
- Occupational Therapy

- Child and Adolescent Mental Health Services (CAMHS/Forward Thinking Birmingham)
- Educational Psychologists
- School Nurse and other health professionals

#### **Question 7**

**How are the teachers in school helped to work with children with SEND and what training do they have?**

All teachers are trained to teach children who experience moderate difficulties in their learning, through the planning and delivery of high quality, differentiated programmes of learning, as well as support strategies for accessing the curriculum.

Children with SEND are supported in this way and additional provision/intervention made where appropriate – through an Additional SEN Support plan.

#### **Question 8**

**How will the teaching be adapted for my child with SEND?**

The 'quality first teaching' approach by all teachers will meet the learning needs of the majority of children in the class. This means that a variety of teaching and learning strategies are used with resources often adapted to support your child's access to learning, including the use of I.T., as appropriate. If your child does not make expected progress, their gaps in learning are then targeted through carefully differentiated programmes, often in small groups and possibly with some 1:1 support. Should progress still not be made, an Additional SEN Support Plan would be put in place that includes specific targets and appropriate support to further your child's progress. External agencies may be called upon to assist our school to meet your child's specific needs (see Q6). You, as parent, would be informed of this graduated process to address any difficulties your child experiences in his/her learning.

#### **Question 9**

**How will we measure the progress of your child in school?**

Your child's progress will be assessed regularly against class targets and the specific targets of an additional SEN support plan or Statement of Special Educational Needs [to become from Sept 14 the 'Education Health Care Plan'] where appropriate.

#### **Question 10**

**What support do we have for you as a parent of a child with a SEND?**

We welcome parental involvement and we will share with you our professional assessments and those of external agencies concerning your child's learning needs. You will have regular termly meetings to review progress and additional meetings at your request.

#### **Question 11**

**How is St Mary's accessible to children with SEND?**

Children with a disability will be given as full access to the physical environment of our school, to the curriculum and extra –curricular opportunities as possible - this provision, with **reasonable adjustment** being made where necessary to match their specific needs.

#### **Question 12**

**How will we support your child when they are leaving this school? OR moving on to another class?**

Class records, including **additional SEN support plans** are reviewed at the end of each academic year and moved on to the following year group. Our school records will be passed on to your child's next setting when your child leaves St. Mary's. We have good working relationships with several secondary schools and, working in partnership with them, we will aim to ensure the smoothest possible transition to Year 7 for our Year 6 children.

## **Appendix 2**

### **Code of Practice Definition of Special Educational Needs**

#### **Extract from the Code of Practice (2015)-**

“Special educational needs (SEN)

xiii. 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 him or her.

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

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

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

#### **Definition of 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

xix. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make **reasonable adjustments**, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people.”

It should be noted that pupils may fall within one or more of these definitions.

Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

*The following legislation and guidance is also relevant to this policy:*

Children and Families Act 2014	
Working Together to Safeguard Children (2013):	Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):	Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
Equality Act 2010: Advice for schools:	Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
Reasonable adjustments for disabled pupils (2012):	Technical guidance from the Equality and Human Rights Commission
Supporting pupils at school with medical conditions (2014):	statutory guidance from the Department for Education
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)	

