



Rye Academy Trust



# **Rye College and Studio School SEND Information Report**

**2017-2018**



## **SEND Information Report**

This report includes the information that schools must report according to Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

For further information please contact the SENCO: Matt Townsend

01797 222545 ext. 248

[matthew.townsend@ryeacademytrust.org](mailto:matthew.townsend@ryeacademytrust.org)

### **About the school:**

Our mission is to 'create bright futures for all'. With this in mind, we work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care.

Our college is set in the attractive heart of 1066 country and is a place where students feel safe and have space to learn. We pride ourselves on being a closely knit community where students are known as individuals and where their talents are nurtured.

As a member of the Rye Academy Trust, we are part of a family of schools that serve the young people of Rye from two to eighteen years of age, truly making us a 'local community college'. We are driven by a pursuit of high academic standards regardless of start points and a desire for all students to experience an exceptional education.

Our aim:

To challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

Equality and Inclusion statement:

At Rye College, we value the individuality of all our children and employees. We aim to be a happy, safe and welcoming environment where all can achieve irrespective of age, disability, ethnicity, faith, gender or sexuality.

Rye College actively promotes and practises acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

The Trust is committed to the promotion of Equal Opportunities for all members of the college community; discrimination on any basis is totally unacceptable in any of our schools.

Safeguarding

Rye College and Studio School are committed to safeguarding and promoting the welfare of students and expects all employees and volunteers to share this commitment. We have a



number of policies and procedures in place that contribute to our safeguarding commitment, including our 'Safeguarding and Child Protection Policy' which can be viewed in the 'Policies' section of our website. We are equally committed to promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In doing so, we provide students with the knowledge, skills and understanding to play a full and active part in society.

Our Designated Safeguarding Leads are Mr Barry Blakelock (Headteacher) and Miss Jest Carpenter (Deputy Headteacher).

### Special Educational Needs and Disability

Students come to school with a variety of needs. Each student has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their abilities or disabilities.

Not all students with disabilities have special educational needs (SEND) and not all SEND students meet the official definition of disability. Students have special educational needs if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our students and seek fully to involve parents and families in the SEND process and provision. We aim for all of the students on the SEND register to be integrated fully into mainstream classes and be supported as appropriate by all employees.

### **REGULATION: 1. The kinds of Special Educational Needs for which provision is made at the school.**

#### **What types of SEN we provide for:**

Rye College and Studio School support the needs of students as described by the SEN Code of practice 2014. A young person is considered to have SEND (Special Educational Needs or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They may have significantly greater difficulty in learning than the majority of others of the same age or have a physical disability which affects their access to the learning environment.

SEN needs are described in the Code of Practice as:

Communication and interaction – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties – which may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Some young people



may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

## **REGULATION: 2. Information about the identification and assessment of students with special educational needs.**

### **How we identify and assess pupils with SEN:**

Rye College works with the local primary schools each year to gather information about the students joining in year 7. This includes a visit to the schools where the student's teachers, and those who have supported the student during year 6, are asked to provide detail of the young person's progress, development and any Special Education Needs. The information is then used to support the students during transition and year 7.

Primary schools contact the SENCO to invite him to the Annual Reviews of Year 7 students who hold an EHCP, and information regarding these students' needs is received from ESCC shortly after parents make their choice of secondary school.

Should a student not make expected progress, the school will take the appropriate steps to support their learning. Where there is an indication of Special Education Needs the SENCO will arrange to assess the student and provide recommendations for teaching practice or additional support as necessary.

SEND students' progress is additionally reviewed by the SENCO and SEND team. Where a student has been identified as having SEND needs these are shared with teaching staff to allow appropriate planning and differentiation.

A student with an Additional Needs plan or an Education Health and Care plan we follow the 'assess / plan / do / review' cycle to achieve the desired outcomes.

HLTAs are able to screen for dyslexia and reading, writing or spelling difficulties, as well as numeracy difficulties. Assessment of SEMH needs can be arranged through a Boxall Profile. The SENCO can also refer students to Occupational Therapy, Speech and Language Services, and CAMHS for further assessment.

In East Sussex an Additional Needs plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child/young person, the child/young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

## **REGULATION: 3a. How the school evaluates the effectiveness of its provision for such students.**

### **How parents/carers know that their child has made progress because of the support they have had:**



SEND students with an Additional Needs plan or an Education Health Care plan will be invited to review the students' progress at progress reviews held three times per year.

Parents are encouraged to make contact with a member of staff providing a specific intervention or during longer periods of support for students with SEND to discuss the young person's progress.

Written reports can be expected from external agencies when they supply support work.

The aim of additional support is to help the student make expected progress at school, and the parents/carers of students with SEND should see this reflected in the teachers' progress reports sent home.

### **How provision is evaluated:**

Provision is evaluated by how it helps the student achieve the targets and outcomes set at the beginning of that provision.

Teaching assistants will monitor how the support they give helps the student to learn.

HLTAs complete assessments at the beginning and end of their interventions to evaluate the impact of their support.

External agencies will be expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.

Students with an Education, Health and Care plan, or an Additional Needs plan, will have three meetings per year to evaluate the provision they receive.

The overall aim of all provision is to help the student make progress at school, and progress is evaluated in lessons by teachers. The progress of SEND students will be reviewed by the SENCO after each assessment point.

### **REGULATION: 3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs**

#### **How parents know that their child is making progress and how they are involved:**

All students' progress in class is tracked by teachers and they are required to keep accurate and up-to-date electronic records. For each student, this must include:

- target grades or pathway;
- prior attainment and profile data;
- tracking data;
- actions for improvement;
- additional intervention/action required.

Parents / carers will receive written reports from the school detailing the students' progress. The school also arranges parents' evenings and positively encourages all parents / carers to attend so that they can discuss the students' progress with their teachers.

Students with Education, Health and Care plans or Additional Needs plans will be invited to review the young person's progress, academically and personally, three times a year.



Personal targets can include such things as developing social and emotional skills, attendance, focus on learning.

### **REGULATION: 3c. The school's approach to teaching students with special educational needs**

#### **How teachers help students with SEND:**

Teachers at Rye College and Studio School are aware that a student has SEND needs through the distribution of a SEND register, SIMS and an indication on the students mark sheets.

The SEND register offers useful support strategies for teachers from the ESCC SEND Matrix, which gives an explanation of what settings, schools and colleges/post 16 providers are expected to deliver at SEN Support and to young people with high needs through their core funding, including those with Education, Health and Care Plans. These might include for students with SEMH needs:

- Be very clear and non-confrontational about your expectations regarding behaviour and work from the start of the lesson. Plan seating arrangements carefully to allow students to focus and access the learning materials
- Praise for good behaviour.
- Allow take up time for instructions.
- Establish routines with predictable sequences and events. Prepare the student for changes that may occur in routine
- Or for students with literacy needs:
  - Printing on buff or coloured paper.
  - Instructions into small chunks
  - Repeat keywords and phrases
  - Allow time for processing
- Consider printouts for instructions, homework assignments, and important things to remember as these can easily be forgotten. Make sure they understand the assignments/homework, especially ordering and planning.
- No copying from the board beyond a few simple sentences
- Specific teaching of vocabulary and a high level of repetition to learn and retain words and concepts, and to generalise these appropriately to a range of settings.

It is then the duty of teachers to provide 'high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people' (SEND Code of Practise). To do this effectively, teacher training, class size and TA support have always been seen as important. Many students with learning difficulties attend lessons with smaller class sizes. In turn, many of these lessons are supported by a teaching assistant.

To offer high quality teaching, staff are enrolled on a cycle of continuous professional development. We have also arranged all staff training from the educational psychology team and Autism Sussex around students' psychological readiness to learn.

The quality of teaching at Rye College and Studio School is monitored and supported by the Quality Forum which includes the principal, SENCO and three designated members of the wider leadership team.



**REGULATION: 3d. How the school adapts the curriculum and learning environment for students with special educational needs.**

**How the curriculum is matched to meet a child's needs:**

All pupils have access to a broad and balanced curriculum and all lessons will be accessible to students with SEND needs.

To do this the school requires signage and displays to be accessible to all. Teachers are required to consider the literacy levels needed to read texts provided in class and differentiate as necessary. Reading can be further supported by the use of printing on buff or coloured paper, the use of coloured reading rulers and overlays.

Writing can be supported by writing frames and coloured exercise books. The school can arrange for students with significant writing difficulties to use a laptop for extended writing, but it actively encourages all students to develop their hand writing skills.

Exam concessions are available within the Joint Council for Qualification regulations for students with significant and persistent SEND needs that lead to them being disadvantaged during these assessments. These concessions reflect the students' usual way of working in class.

When teachers plan their lesson it is to address potential areas of difficulty and to remove barriers to pupil achievement.

**REGULATION: 3e. Additional support for learning that is available to students with special educational needs.**

**The additional support available to help students with SEND with their learning:**

Students with SEND needs receive support in class from teaching assistants proportional to their level of need. Teaching assistants at Rye College and Rye Studio School always support a number of students in each class, helping teachers manage classes of mixed ability and need. Their work is to support the students to make progress and develop their independent skills. Teachers report that the support of teaching assistants is beneficial to the students learning and making progress.

Teaching assistants can also provide individual and small group withdrawal sessions but the school strives to keep students in class where they can be taught by a trained teacher.

Out HLTAs for literacy and numeracy arrange and manages the schools SEN small group and individual support to develop specific skills. They assess the students to find their specific needs and targets their intervention work to address these. They complete assessments at the beginning and end of their interventions to assess the students' progress. HLTAs also supports small groups of students in class where this is seen to be most effective.

The HLTA for literacy also runs our Speech and Language group, for students who find interaction difficult and their difficulties impact on their access to education.



Further to the HLTAs Rye College and Studio School employ a literacy and numeracy mentor to support students on pupil premium.

We have teaching assistants on our team who have worked in English and maths for several years, and grown to know the curriculum well. They have also developed their skills through further training in these areas.

We have a teaching assistant who works individually with our highly vulnerable Autistic students. These students have many difficulties attending mainstream secondary school, and without support they often become too anxious to attend or present behaviour which is not appropriate in school.

Rye College offers a lunch group to support vulnerable students, which ensures they have a healthy diet and monitors and supports their social interaction.

The school employs a trained counsellor, who will support students with social, emotional and mental health difficulties. We can also offer music therapy. These services are available depending on the young person's level of need.

When SEND students are preparing to leave school at the end of year 11, they will have been supported with finding an appropriate Post 16 Destination.

### **How the school's resources allocated and matched to children's special educational needs:**

The first level of support is through the classroom teachers and the high-quality teaching they provide, which includes the appropriate allocation of additional resources available to them, for instance, teachers can provide coloured reading rulers to students with dyslexia, or change the background colour of the interactive whiteboard so that text is not presented as black on white.

Students on the SEND register may have specific resources allocated to support their individual needs, such as remote monitors within the classroom to support those with visual impairments or reading difficulties. The SEND department will also work with external agencies to access the resources they recommend. An example could be the equipment recommended by Occupational Therapy for a physically disabled student.

Teaching assistants will primarily support students with Education, Health and care plans, as they are recognised as having the highest level of need. Teaching assistants also support students at SEN Support level as their next priority, and when these students are working independently they support other student's needs.

### **How the decision made about how much/what support my child will receive:**

The SEND department reviews and analyses the impact of the support provided, with the students' progress in English, Maths and other subjects as the ultimate baseline. The SEND department then allocates resources guided by the recommendations of ESCC SEND matrix, which details the level of support and use of resources recommended by the local authority.





The school is expected to make available reasonable levels of support from within its SEND Notional Budget and the higher levels of funding that some students receive. Should the student not make adequate progress after adequate support has been allocated and employed, higher levels of funding for additional resources and support can be requested through an EHCP assessment. This process will be decided by the Assessment and Planning team at East Sussex County Council working with the school.

**REGULATION: 3f. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.**

### **How students are included in activities outside the classroom, including school trips**

We fully encourage all students to attend after school clubs and revision sessions, and are willing to support students with attending these.

Activities and school trips are open to all young people regardless of SEN, depending on the relevant Health and Safety Regulations. Teaching Assistants, who had a good knowledge and high level of experience of working with special needs, accompany many of the trips. The trip leader will be aware of any individual health needs and adjust plans and risk assessments accordingly.

Each year a trip is arranged for young people with high level SEN needs to help them learn a particular subject or topic through direct experience.

Special needs students are strongly encouraged to join one of the after school clubs. It is an excellent way to make friends and keep up with work.

### **How students find out about these activities:**

Students receive letters about forthcoming activities from their tutors and during assemblies. Extra-curricular activities are displayed around the school site, and the school website shows an up to date list.

If a student or their family continue to have difficulty managing and arranging extra-curricular activities the SEND staff can support students to read, take and return letters and forms, and within working hours accompany students on their first visit to a school club or group.

**REGULATION: 3g. Support that is available for improving the emotional, mental and social development of students with special educational needs.**

### **What support there will be for a student's overall well-being**

Rye College includes PSHE as a key part of its curriculum which is carefully designed to improve all students' emotional and social development. At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.



We support SEN children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another, and we look carefully at the tutor groups that they will join in year 7.

We offer a lunch group, where healthy eating and drinking are monitored, and positive social interaction encouraged and developed.

The school has designated a Deputy Headteacher, Ms Carpenter, to lead on welfare, and she takes an overview of all matters regarding to this. We also employ a family and pastoral Worker, Vanessa Gall, who works individually with children and their families to help them develop emotionally and socially. We work with the relevant external agencies such as social services, CAMHS and ISEND TLP to find the best support for students with severe social and emotional difficulties.

Student's individual feelings and views are sought during the review of Additional Needs plans and Education Health and Care plans, and used to guide the support offered. Teaching assistants are available to support the wellbeing of students with EHCP plans.

The school has a zero tolerance approach to bullying, where it ascertains the facts through the young people's point of view and witness statements, and then proceeds with the relevant sanctions. Mediation is used to address possible future incidents.

**REGULATION: 4. In relation to mainstream schools, the name and contact details of the SEN Coordinator**

**Who parents/carers can contact if they want to find out more about how Rye College and Studio School support students with SEND or if they are concerned that their child may have a SEND:**

Please contact the SENCO, Matt Townsend, by calling the school on 01797 222545 ext 248, or emailing [matthew.townsend@ryeacademytrust.org](mailto:matthew.townsend@ryeacademytrust.org)

**REGULATION: 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

**What training the staff have to support children and young people with SEND:**

Rye College and Studio School have designated Deputy Headteacher for Welfare.

Our SENCO, Matt Townsend, holds the National Award for Special Educational Needs Co-ordination. The SENCO is full time and his primary role is to manage SEN provision.

We have a team of six teaching assistants, two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision for literacy and numeracy needs, and a SEN provision Coordinator.

The school employs two learning mentors who further specialise in supporting students to develop literacy and numeracy skills.

The school employs Family and Pastoral Liaison Officer, a qualified counselor and an attendance officer.



Rye College and Studio School are committed to ensuring that staff are aware of every student Additional and Special Needs, and that staff have the relevant, up to date training to manage these effectively through a regular cycle of CPD.

**REGULATION: 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

**What happens if a student needs specialist equipment or other facilities:**

Rye College and Studio School work closely with consultants and external agencies regarding their recommendations for specialist equipment and will seek to arrange for it through the school's notional SEN budget, and by working in partnership with the agencies and the student's family.

Local authority support includes the loan of specialist equipment for certain needs (such as Occupational Therapy or Visual Impairment).

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Currently the school offers:

- Laptops, reading pens and Read and Write software in class for students who will be allowed to use them during GCSEs.
- Coloured reading rulers, overlays and exercise books.
- Remote monitors for visually impaired students to access the whiteboard.
- Clamps and grips in DT and art for students with physical disabilities.
- Specific specialist equipment in PE for students with visual or physical difficulties.
- Word banks, prompt cards, writing frames and other materials developed to support student individual needs.

**REGULATION: 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

**How parents/carers are involved in discussions about and planning for my child's education:**

We are committed to working in partnership with parents and carers and we have regard to the views, wishes and feelings.

Parents and carers are welcome to contact the school and request a conversation or meeting about a young person's progress, attendance or welfare. Parents will also be asked to attend meetings where any of these areas becomes a concern.

Parents/carers are particularly encouraged to contact the school at times of transition (e.g. before students join year 7) if they have any concerns or information they wish to share about the young person's needs.

Parents are invited to review meetings where students hold Individual Healthcare Plans, Additional Needs Plans or Education, Health and Care Plans.



In order to maintain regular and purposeful communications between school and home, the school arranges: • Parent's evenings. • Open days • The school website: [www.ryecollege.co.uk](http://www.ryecollege.co.uk) • Facebook and text messaging.

Rye College has a designated Family and Pastoral Liaison Officer who can support parents with a broad range of pastoral and attendance issues regarding their child's education.

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

### **How the school will help parents/carers support their child's learning:**

We can offer useful tips on how to complete home study, such as creating a regular pattern for when and where home study will be completed, having a quiet area away from distractions and how to support children with their learning at home.

We can offer advice on strategies to help develop reading, writing and numeracy skills.

We can also offer some advice regarding diet and sleep patterns that help students maintain their focus at school.

SEND staff are happy to meet parents to discuss the reports and assessments they have received from specialists, which can be difficult to read and understand without practise.

We aim to create a mutually supportive relationship with parents so that students develop the skills they need to be safe and happy at school and within any community. These include respect for others, tolerance of difference and responsibility for one's own decisions and conduct.

### **REGULATION: 8. The arrangements for consulting young people with special education needs about, and involving them in, their education.**

#### **How a student will be involved in their own learning and decisions made about their education:**

Students at Rye College and Studio School are involved in daily feedback about their learning in the classroom which requires them to consider their progress and how they can improve their learning.

The school has a student council, to which all students are invited to become members, this gives the students a voice about the learning and learning environment.

Students with individual support plans are requested to contribute towards the review of those plans, their own learning and decisions made about their education, which happen three times per year.

### **REGULATION: 9. Any arrangements made by the governor body or by the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school. Who parent/carers should contact if they are not happy with the support my child receives:**



If there are any disagreements with parents about SEN support for their child, the SEND department would like to work with the parents to try to resolve these.

If parents are not satisfied with the outcome, they are advised to contact the Deputy Headteacher for Welfare, Ms J Carpenter.

Details about the school's formal complaints procedure are available from the school office or on the school website.

**REGULATION: 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.**

**Which specialist services and expertise are available at or accessed by the school:**

Rye College and studio school access the specialist services available through ESCC:

- Sensory Support team
- ISEND Teaching and learning Provision
- Integrated Therapy Services
- CAMHS
- Behaviour and Attendance Service
- Educational Psychology Service
- Speech and Language therapy services
- Targeted Youth Support
- Virtual School for Adopted Children
- Virtual School for Looked After Children

We also work in conjunction with Social Services

**REGULATION: 11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 23.**

**Who parents/carers should contact to find out about support for families of children with SEND:**

Full details regarding East Sussex County Council local offer is available at:

Czone - Children and families - Special educational needs and disability - our Local Offer.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>



**REGULATION: 12. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

**How the school will prepare and support a student when joining the school or transferring to a new school or post-16 provision:**

Rye College works with the local primary schools each year to gather information about the students joining in year 7. This includes a visit to the schools where the student's teachers and all those who have supported the student during year 6 are asked to provide a detailed picture of the young person's progress and development. This will include Special Education Needs. The information is then used to support the students during transition.

Rye College arranges for all prospective year 7 students to attend a number of induction days during July, where they are supported through a timetable designed to give them an experience of school life and prepare them for the following September.

If a primary school, or a parent/carer, is concerned that a young person might find transition particularly difficult, the SENCO arranged two additional early afternoon group visits, so that students are prepared for the induction event.

During year 9 we prepare students for their option choices, with lessons that reflect the KS4 course content and expectations. Options events are arranged showing current KS4 students work, and these students are there to talk to those considering choosing the option. This allows them to make an informed decision and parent/carers are welcome to be involved in this process.

Rye College and Studio School seek to support students when they move on, to ensure they have an appropriate destination. Support is offered with finding appropriate education, employment or training when the student leaves school, including support with the application system. Any student at risk of NEET will receive additional support to avoid this.

We support students with SEN or disabilities to live independently and participate in their community.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. We ensure that pupils from Year 7 until Year 11 are provided with independent careers guidance.

**REGULATION: 13. Information on where the local authority's local offer is published.**

**Where parents/carers can find out about other services that might be available for their family:**

Full details regarding East Sussex County Council local offer is available at:

Czone - Children and families - Special educational needs and disability - our Local Offer.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

**Created by: Matt Townsend**

**Document review date: September 2018**