

# SEND (Special Educational Needs and Disability) Policy



## SS JOHN FISHER & THOMAS MORE ~ Roman Catholic High School ~

Fisher More, a fully inclusive school, committed to all pupils being able to 'let all their bright colours shine.'

<b>Approved by:</b> Resources Committee	Date: January 2023
<b>Last reviewed on:</b>	January 2023
<b>Next review due by:</b>	January 2024

## **Staff Responsible for SEND:**

- SENCO (Special Educational Needs Coordinator) – Mrs R Bowes
- Assistant SENCO – Mrs A Williams
- SLT (Senior Leadership Team) Link – Mr D Swarbrick
- SEND Governor – Mrs J Stansfield

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## 1. Purpose

This policy is designed to set out Fisher More's aims and objectives for meeting the special educational needs of pupils.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice; 0-25 years January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools June 2014 –
- SEND Code of Practice 0-25 Jan 2015
- Schools SEN Information Report Regulations 2014
- Children and Families Act 2014
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England Framework December 2014
- Teachers' Standards 2012

This policy was created by reference to the School's SENCO, SEND Governor, in liaison with SLT, all staff and parents/carers of pupils with SEND and external advisors; this co-production reflects the spirit of the new Code of Practice

This document should be also be considered in the light of the following School Policies:

- Curriculum Policy
- Assessment and Reporting
- Admissions
- Behaviour for Learning
- Child Protection
- Complaints
- Medical Treatment of pupils

## 2. Our context, aims and objectives

### Fisher More's Mission Statement:

We seek to:

- Recognise the worth and dignity of all people
- Deliver a high-quality education
- Enable everyone to grow as balanced individuals, intellectually, spiritually, and morally
- Provide a secure, supportive, and stimulating Christian environment within the context of the Catholic tradition, in which justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense
- Offer young people a reason for living and hoping.

### Our philosophy:

All members of staff, in conjunction with the relevant authorities (Governing Board, Sponsor, Local Authority) have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision) and their relative progress will be recorded, valued, and reviewed. Appropriate, reasonable intervention will be provided in the light of on-going progress monitoring.

The aims of this policy:

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that pupils and staff with any disability are not treated less favourably
- To ensure parents/carers of pupils with SEND are kept informed of their child's progress

- To adopt where possible a whole school approach to pupils with special educational needs, ensuring full inclusion were possible.

The objectives of this policy to enable us to meet our aims:

- To identify and provide for pupils who have special educational and additional needs
- To fully adopt a graduated approach in line with the Special Educational Needs Code of Practice 2015 to ensure each pupil's needs are met with a view to maintaining the highest possible expectations for progress
- To clearly identify the roles and responsibilities of School staff and SEND Governor in providing an appropriate education for all SEND pupils
- To provide a differentiated curriculum appropriate to the needs of individual pupils
- To provide a focus on pupil outcomes to ensure appropriate levels of progress
- To provide appropriate opportunities for the social, moral, and spiritual development of all SEND pupils and encourage full participation in the wider aspects of school life, with a long-term goal of developing positive self-esteem, greater independence, and preparation for adult life.
- To involve all staff in training opportunities to enhance expertise across all relevant aspects of SEND
- To liaise with external agencies to provide appropriate levels of support to meet individual pupil needs
- To ensure that parents/carers and pupils are fully involved in the development of an appropriate curriculum to meet specific needs.
- To provide a timeline of pupil assessments, reviews, and reports to monitor progress against individual targets and to adjust support in the light of progress and the adopted graduated approach.
- To provide appropriate access to resources considering the whole School needs
- To review this policy annually and amend as required
- To stretch and challenge pupils to realise their true potential commensurate with their peers
- To identify and implement Special Access Arrangements during internal and external examinations and assessments

### **3. Identifying special educational needs**

The Code of Practice (2015) refers to four broad areas of need and support

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs

It should however be noted that individual pupils often have needs which cut across all these areas and their needs may change over time.

#### **A definition of special educational needs**

Pupils have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with most children of the same age.
- Have a disability, which prevents or hinders them from make use of educational facilities of a kind provided for children of the same age.

## A Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild Dyslexia Difficulties- (social factors) Mild Dyspraxia Minor Speech impairment Mild learning difficulties Speech & Language and Communication	Long-term motor impairment Learning difficulties Hearing impairment/deaf Visual impairment/blind Specific Learning Difficulty Dyslexia Epilepsy ADHD Autism (ASD) Other factors – medical/ mental health Social and Emotional Difficulties	Asthma Diabetes Cancer recovery Mental health issues Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Noticeably short stature Cerebral Palsy Brain injury Cystic Fibrosis AUTS2 Chronic Fatigue Incontinence

Please note there are appendices to the policy providing further information on Dyslexia, Autistic Spectrum Disorder and EAL (English as an Additional Language).

## Identification of Special Educational Needs (SEN)

The purpose of the identification processes is to support the provision of appropriate interventions and strategies for the individual pupil and not to fit the pupil into a category. The School seeks to consider the needs of the whole pupil.

- Pupils are admitted to the School with special educational needs previously identified by their primary school. The school builds strong relationships with partner primary schools to ensure the effective transition of all relevant information
- Reference is made to the pupil's prior attainment in National Tests
- All pupils are assessed on entry with specific reference to the key skills of literacy and numeracy
- The school will refer to concerns raised by teachers, parents/carers, and the pupils themselves
- Liaison is maintained with relevant external agencies involved in additional provision for any pupil
- Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme.
- Teachers and other staff raise concerns that little, or no progress is made despite the use of targeted teaching approaches and a differentiated curriculum.
- Teachers note that the pupil is working at levels significantly below age expectations, particularly in literacy or numeracy.
- The pupil presents persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- The pupil has sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- The pupil exhibits poor communication or interaction, requiring specific adaptations to access learning.
- Where, following concerns raised, relevant specific testing indicates the need for additional support

The school will follow a clear cycle of **ASSESS-PLAN-DO-REVIEW** and parent/carers, pupils and teachers will be involved in this on-going continuous process.

## 4. New intake pupils in Year 7

### Primary Liaison

Feeder primary schools are visited and contacted throughout the year prior to transfer. Any pupil identified as having a “learning difficulty” and who is on SEN Support or has an EHC (Education, Health, and Care) plan is referred to the SENCO. Contact is then made with the primary school. Transition work will begin during the spring term once the Local Authority have allocated places to the pupils.

The LA (Local Authority) notifies school about pupils who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

### Initial screening

- KS2 (Key Stage 2) tests
- Reading Test – GL Assessments
- Maths Tests – GL Assessments
- Spelling Test – GL Assessment/ IDL
- CATS tests
- Tests undertaken by the SENCO as identified

### Screening in other year groups

Other screening tests are administered when required.

### Staff observation

- The graduated approach to dealing with SEN concerns has been adopted at the school.
- Where members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

### Referral by Parents or Carers

- A pupil’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon

## 5. Provision to meet the needs of pupils with special educational needs

**A Graduated Response** is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

### Graduated Response

**Wave 1** – *Quality First teaching by all teaching staff.*

It is initially the role of the class/subject teacher with specialist knowledge of the pupil and their subject to adjust and provide suitable interventions through the provision of high-quality teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class including where the pupil accesses support from teaching assistants, specialist staff, SENCO, or external agencies.

The school regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. This includes where necessary improving teachers' understanding of strategies to identify and appropriately support and challenge vulnerable pupils and those with identified specific needs. Additional intervention and support are not expected to compensate for a lack of high-quality teaching.

Where required an individual learning plan (ILP) will be implemented for relevant pupils

### **Wave 2** - *additional support from specialist SEND staff*

This is initiated where pupils have failed to make adequate progress as identified by the SENCO through the assessment arrangements as previously noted and through reports and recommendations from the subject teaching staff.

Criteria for Wave 2 include:

- Low numeracy/literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teachers' observations
- Primary Teachers' comments
- Concerns from staff or parents

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

- Additional learning programmes such as literacy and numeracy.
- A range of bespoke small group support sessions for wider pastoral issues
- Targeted focused literacy support at KS3 (Key Stage 3) and KS4 (Key Stage 4)
- Targeted focused numeracy support at KS3 and KS4
- Appropriate teaching groups/sets.
- Year 11 registration groups selected for dedicated Maths and English support
- Additional staff training.
- A KS3/KS4 bespoke group vulnerable pupils who require an alternative programme of education, 'Pathway to Success'.

The SENCO and relevant teachers consider all the information gathered about a pupil's progress alongside national data and expectations of progress; the pupil and their parents/carers are also involved in this process to ensure that there is clarity about any decisions regarding further levels of provision.

### **Wave 3**

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Individual Learning Plan is revised, and new strategies are put in place following the involvement of pupil and parents. Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

## **Wave 4**

### **Statutory Assessment/Education, Health & Care Plan**

If a pupil fails to make adequate progress and/or has demonstrated a significant cause for concern, the school and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an EHC plan.

The SENCO is responsible, daily, for providing support and mentoring, allocates pupils with EHCP's or Top-Up funding a specified amount of support.. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved in this process

A statutory formal review of the EHCP (Educational Health Care Plan) will take place annually with all relevant parties invited.

### **Individual Learning Plan**

The strategies that will be employed at Wave 2, Wave 3 and for pupils with EHC plans are recorded in the Individual Learning Plan and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. All pupils with SEND have an Individual Learning Plan and their progress is closely monitored. This will be attached to Synergy available for all staff to access.

### **Special Access Arrangements**

Pupils who may be dyslexic, have cognitive processing difficulties, or a physical or sensory impairment may be eligible for Special Access Arrangements. Teachers will provide evidence of the pupil's difficulties and the SENCO will arrange for a specialist to assess the pupil for 25% Extra Time, a Reader, or a Scribe. The SENCO and Exam Officer will apply to JCQ for approval based on the test evidence gathered. The SENCO is responsible for organising and implementing the Special Access Arrangements in liaison with the subject teachers.

## **6. School support for pupils with special educational needs**

**Reporting of pupils' needs to all members of school staff.**

**Providing an appropriate curriculum, considering.**

- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

**Delivering an appropriate curriculum, considering.**

- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.
- Robust data analysis to measure progress against set targets

**Providing learning support through**

- Curriculum development
- Support teaching
- Bespoke training
- INSET for all staff
- Individual Learning Plans



- Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
- Teaching Assistants and teachers collaborate effectively.

## Using outside agencies

Where it is necessary and appropriate you may also wish to refer to the Local Offer of Lancashire County Council which can be located on the school website, SEND section.

### Monitoring individual progress and making revisions where necessary.

- Using data regularly and feeding back to pupils, teachers, and parents/carers
- Encouraging pupils with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings, and transition process.
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

### The Learning Support Department

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list).

#### Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

## Withdrawal

Some pupils with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to an absolute minimum, in accordance with Fisher More's inclusive ethos.

## In-service Training

- The SENCO provides INSET for NQTs and other fresh staff at the school on Code of Practice procedures at Fisher More.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- The SENCO arranges a high-quality programme of CPD (Continuous Professional Development) for the teaching assistants every week to keep up date with the changing diverse needs of the school community.

## Improving Levels of Literacy

Literacy skills are seen as essential to ensure pupils can access all aspects of the curriculum. Pupils' literacy levels are regularly assessed and inform the Individual Learning Plans and the intervention strategies implemented to aid pupil progress.

All teachers are seen as teachers of literacy and there is a whole School Literacy Policy which is seen as a key policy document for enhancing learning skills.

## Allocation of Resources

The School is funded to meet the needs of all its pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs.
- Delegated and designated budgets.

- Also, in some part, the Pupil Premium.

### **Capitation:**

- The SENCO is allocated a departmental capitation each fiscal year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for pupils with additional needs.

## **7. Structure of SEND**

### **Roles and responsibilities**

**SEN Coordinator: Mrs R Bowes**

**Assistant SEN Coordinator: Mrs A Williams**

The roles and responsibilities of school personnel regarding special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

### **SEN Coordinators**

- Disseminating information and raising awareness of SEND issues throughout the school.
- Responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management/Appraisal
- Screening and identifying pupils.
- Co-ordinating provision for pupils.
- Supporting the teaching and learning of pupils with SEND.
- Keeping accurate records of all pupils with SEND.
- Drawing up, reviewing, and monitoring Individual Learning Plans for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Liaising with subject leaders
- Liaising with outside agencies
- Analysing pupil data and recommending amendments to provision
- Liaising with parents/carers
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Advising re the preparation of appropriate learning resources.
- Liaising with schools including feeder primaries and specialist provision
- Liaising with other SENCOs (Special Educational Needs Coordinator), both locally and nationally.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher presents to the Governors.
- Being responsible and accountable for the whole school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.

### **Governing Board:**

**SEND Governor: Mrs. J. Stansfield**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school improvement plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed regarding the school's provision, including funding, equipment, and staffing.
- Reporting annually to parents on the school's policy through the website.

## **The Headteacher along with SENCO Mrs. R. Bowes**

- Setting objectives and priorities in the school improvement plan, which includes SEND.
- Line-managing day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the School's overall financial resources.
- Informing the Governing Board relating to all relevant aspects of SEND provision and progress

### **Subject Leaders:**

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for pupils with SEND are purchased from school capitation.
- Raising awareness, of school responsibilities towards SEND.
- Monitoring of SEND pupils' progress

### **Other Staff:**

#### **"All teachers are teachers of special needs"**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Department
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluation that takes account of the wide range of abilities, aptitudes, and interests of the pupils in their classes.
- Ensuring Individual Learning Plans are considered in lessons.
- Monitoring progress of pupils with SEND against agreed targets and objectives. • Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENCO.

### **Teaching Assistants**

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist in the production of appropriate learning resources
- Monitor progress against targets using Individual Learning Plans and SIMS (School Information Management System). • Assist with drawing up individual plans for pupils and supporting information sheet development, as required.
- Contribute to the review process either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher. • Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

### **Other**

- Communicate SEND issues to and from the School.
- Raise awareness of SEND issues at Departmental/School meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

## **8. Admission Arrangements**

Admission arrangements are outlined on the school's website.

### **Inclusion**

At Fisher More, all pupils irrespective of ability, race, gender or need, are respected, and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education. Pupils with SEND are integrated and included fully into the life of the School as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment.
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and excellent quality advice.
- the family and community should work together.

## **9. Monitoring and evaluation of this policy**

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

- Recorded views of pupils and parents or carers, particularly at meetings.
- Recorded views by teachers on pupils' competence, confidence, and social acceptability.
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- SLT Learning Walks
- SLT formal reviews
- Reports from external agencies
- The SENCO reviewing procedures in consultation with subject leaders and outside agencies.
- Feedback from departments, outside agencies.
- Number of complaints received.
- Attitudinal studies undertaken by pupils
- Expert external assessor visits
- Pupils' progress against baseline assessments

## **10. Partnerships to support and develop SEND**

### **In school**

- The SENCO liaises closely with individual Senior Leaders, Heads of Year and Subject Leaders. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

### **Parents**

Fisher More actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, Synergy or home-school books.
- New parents can attend the Open Evening in the autumn term prior to transfer.

### **Pupils**

Fisher More acknowledges the pupil's role as a partner in his/her own education.

- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Pupils' views where appropriate are recorded as part of the review process and their views are valued and listened to.

## External Support

The school aims to work in partnership with other agencies to provide an integrated support based on the needs of the pupil. The main external support agencies used by Fisher More include (this is not an exhaustive list and can also be found on the School website under Local Offer):

- LA planning meetings-The SENCO holds planning meetings to make decisions on referrals and best practice in supporting the needs of pupils
- The Educational Psychologist
- The Child and Mental Health Services (CAMHS)
- (Connexions) Service for Young People
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Physiotherapy
- The Parent Partnership
- Behaviour Improvement Plan

## Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-Briefing' meetings.
- On the transfer of a pupil with SEND

## Transfer Arrangements

All documentation about special needs included in a pupil's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all pupils with SEND and vulnerability factors.

The records of pupils who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.

## 11. Complaints Procedure

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed. The School Complaints Policy is available on the school's website.

## 12. The Local Offer

More information is available on the LCC (Lancashire County Council) website for parents regarding external support for pupils with SEND in the Lancashire Local Offer:

## 13. Related Policies

Policies relating to the SEND Policy can be found on the Hope School website:

SEND Information Report  
Disability Policy  
Behaviour for Learning Policy  
Equality and Diversity Policy

## **14. Policy Review**

This policy will be reviewed every year in line with the School's rolling programme of policy renewal and to meet any amendments to the statutory regulations pertaining to Special Educational Needs and Disability

Date of next review: **January 2024**