

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

### **WORMHOLT PARK PRIMARY SCHOOL**



**Article 3: the best interests of the child must be a top priority in all decisions and actions that affect children**

**Article 23: a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to provide support to disabled children and their families.**

CHAIR SIGNATURE	
DATE	
REVIEWED:	
NEXT REVIEW DATE:	

## **Wormholt Park Primary School SEND Policy**

This policy is to be reviewed annually and the next review is due in October 2021

The Special Educational Needs Coordinator (SENCo) at Wormholt Park Primary is **Nadia Osta** ([senco@wormholtpark.lbhf.sch.uk](mailto:senco@wormholtpark.lbhf.sch.uk))

The Governor with responsibility for Special Educational Needs is **Emma Porteous**

This policy is a statement of the aims, principles and strategies for supporting all children with special educational needs at Wormholt Park Primary School; the prevention of disability discrimination; inclusive ethos and practice; commitment to the nurturing and high quality education of all children through effective interagency and community support. This policy complies with the statutory requirements in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (July 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (June 2013)
- Equality Statement

### **Section 1**

Wormholt Park Primary is an inclusive school. We aim to ensure that all pupils including those with special educational needs (**Appendix 1**) have full access to all school activities so far as this is reasonable, practical and compatible with the pupil receiving special education provision and consistent with the efficient education of other children in the school and the effective use of resources.

We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training  
(SEND Code of Practice 0 – 25 (September 2015) Para 6.1)

At Wormholt Park, every teacher is expected to be a teacher of every child including those with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We are committed to high quality teaching that is differentiated and personalised and strive to provide a

curriculum which is accessible to, and meets the individual needs of the majority of children. We recognise that some children need educational provision that is additional or different from this and we will make our best endeavours to ensure that special educational provision is made for those who need it. We raise aspirations and achievement of all children with SEN:

- Ensuring decisions are informed by the insights of parents and those of the children themselves
- Having high expectations for all our children
- Tracking their progress towards their targets
- Reviewing the additional or different provision that is made for them
- Promoting positive outcomes in personal and social development
- Ensuring that the approaches we use are based on the best possible evidence and are having the required impact on progress

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavour to keep them fully involved in their child's education.

We recognise the importance of early identification and assessment of pupils with special educational needs. We have practices and procedures in place which aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum is planned to meet their needs.

We ensure that as soon as the needs of pupils are identified and assessed, the appropriate support strategies are implemented. If additional specialist advice and support is necessary we contact the appropriate external agencies. We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils' special educational needs. We actively support the establishment and maintenance of close links with all agencies working with children.

We believe in the involvement of the child and the importance of taking their views into account. We make every effort to involve the child in decision-making about their education.

## **SECTION 2: AIMS**

Wormholt Park is a Rights Respecting School where pupils with special educational needs are regarded as full members of the school community and the provision for them is inclusive. All children attending the school have full access to the environment, resources, staff and activities. The school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups. The school curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet the special educational needs of specific individuals. The school provides extra support, when necessary, to ensure that children with special educational needs are able to access the full curriculum. Moreover, teachers make a careful selection of resources to facilitate all children's access to the curriculum. All staff at Wormholt Park have high expectations of all children

## **OBJECTIVES**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To provide full access to a broad, balanced and relevant education
3. To work within the guidance provide in the SEND Code of Practice (September 2015)
4. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
5. To ensure that teachers, support staff, parent/carers and governors know the process of the identification of and provision for special educational needs
6. To provide a qualified Special Educational Needs Coordinator (SENCo) who will ensure that the SEND policy is adhered to.
7. To provide support, advice and training for all staff working with pupils who have special educational needs

## **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

There are four broad areas that give an overview of the range of needs that might be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that are applicable to a number of these areas and their needs may change over time.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Children’s behaviour can be a symptom of an underlying need. We aim to identify the reasons behind challenging behaviour rather than identifying behaviour as a Special Educational Need (SEN).

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Wormholt Park, we aim to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

NB: There are other factors which are NOT **SEN** but may impact on progress and attainment;

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT Early Identification:**

The school is often notified of a child’s special educational needs, on entry, by the parents or carer. In some circumstances an outside agency or previous educational setting for example the Speech and Language Service may notify the school of a child’s special educational need.

Wormholt Park employs a Speech and Language Therapist to screen all nursery and reception children’s language development in order to identify any concerns at the earliest possible stage. We also have a qualified practitioner who can carry out an SpLD screening if concerns are raised.

When considering whether a child has a special educational need the school will follow an identification process - **see appendix 2.**

Concerns can be triggered by parents or when regular assessing and tracking at termly pupil progress meetings shows less than expected progress despite quality first teaching (QFT). At this stage information will be gathered, including a discussion with the pupil and their parents in order to develop a good understanding of the child’s strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we may seek advice from external specialists.

Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child.

Children will only be identified as SEN and placed on the SEN Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching and adjustments to classroom provision and/or interventions.

The Code of Practice (2015) identifies less than expected progress as progress which (p.84):

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The quality of teaching is regularly and carefully reviewed for all pupils, including those at risk of underachievement. This takes place through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If it is decided that a child does have a special educational need then the parents will be informed and the child will be placed on the SEN Support Record. Actions will be put in place to remove barriers to learning and effective SEN support put into place.

This SEN Support will take the form of a 'graduated approach'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### **The Graduated Approach to SEN Support**

**Assess:** The class teacher, working with the SENCo will decide on the child's needs using the teacher's assessment and experience of the pupil; their previous progress and attainment; information from the school's pupil progress tracking system; attainment and behaviour; the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and, if relevant, advice from external support services.

**Plan:** The teacher and if appropriate the SENCo will meet with parents, during the school's meeting cycle, to agree on the provision to be put in place and the expected outcomes for that provision. This may involve increased differentiation in the classroom or a targeted intervention.

**Do:** The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENCo is to support the class teacher in the further assessment of the child's particular strengths and weaknesses.

**Review:** The progress of the pupil and the impact of the SEN provision will be regularly monitored.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child has not made expected progress, we or the parents can consider requesting an Education, Health and Care assessment from the local authority.

### **Education, Health and Care Plans**

A small number of children need to have an Education Health and Care Plan to ensure that their very individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the Local Authority to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Children with Education Health and Care Plans targets and provision are regularly reviewed by all those who support the child. Teachers and Teaching Assistants have clear guidance as to the child's individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where professionals and parents meet to discuss the child's progress towards meeting the objectives in the Education Health and Care Plan, the level of provision needed and to set targets for the child to achieve over the next year.

### **SECTION 5: MANAGING PUPILS NEEDS ON THE SEN SUPPORT REGISTER**

A single category of **SEN SUPPORT** has replaced the previous categories of School Action and School Action Plus. The school will keep a record of all children who are receiving SEN support.

Once a child has been placed on the SEN Support Register the school may seek further advice and support from an outside agency. Usually, in addition to specialist support, the child continues to receive school support. Parents are invited to meet with class teachers to discuss progress, set new outcomes and decide on next steps. Progress continues to be regularly reviewed and if targets are fully met the outside agency may no longer need to be involved.

Interventions will be established in partnership with the pupil, the parents, the SENCo and any other adult involved with the child (e.g. teaching assistant/support staff). The class teacher is responsible for evidencing progress according to the outcomes set.

If we are unable to meet the needs of a child through our own provision arrangements we may engage additional support or specialist services. The school will request the support of services provided by the Local Offer. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

Such a referral will only be made following discussions with parents and pupils and with their consent. The SENCo is responsible for making referrals in collaboration with the class teacher. If the school identifies that additional funding and support are needed from the LA High Needs Block the relevant steps will be undertaken in conjunction with appropriate professionals and the local authority.

### **SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

Where the needs of a child are being met by outside specialists e.g. Speech and Language Therapy (SALT), they may be removed from the SEN Support Register if they are discharged by that service. The child will only be removed from the SEN Support Register when the school is

satisfied that they are making good progress towards meeting their expected outcomes and that the progress made is secure and consolidated.

## **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

More information about the Local Offer of services and support for children and young people with special needs and disabilities can be found on the LBHF website ([www.lbhf.gov.uk/localoffer](http://www.lbhf.gov.uk/localoffer)). Our SEND Information Report 2020 -2021 is on the school website.

### **Admission Arrangements**

The Local Authority manages school admissions. The admission arrangements for pupils with special educational needs are in principle the same as for all the other pupils but there is greater flexibility. The school welcomes parents and their children to visit to discuss specific educational needs and we make every effort to meet the individual requirements of a child with special educational needs. We are committed to ensuring a successful integration into the school for children with SEN.

### **Arrangements for ensuring a successful transition**

When an application for a place at Wormholt Park is made, the school asks parents and carers if their child has any special educational needs so that the school can put systems in place to ensure successful integration into the school. Home visits are carried out by Nursery and Reception staff and parents are invited to meet the SENCo to share any concerns prior to the child starting. The school welcomes the sharing of information from nurseries, schools or other educational settings and acts upon it.

If your child is joining our school we make sure they have a friend to show them around. A member of staff will greet your child on their first morning and make sure they settle into the school. We will make every endeavour to ensure we have enough details about your child before they begin to ensure the induction process is smooth and that we can meet the needs of your child.

At the end of each academic year, children are given the opportunity to meet their new teacher and visit their new classrooms. In the summer term dedicated time is allocated for 'professional dialogue meetings' between the current teacher and next year's members of staff to facilitate a progress discussion about each child. All aspects of provision and progress are clarified during this dialogue. Children who find change particularly difficult may work with an adult to support them through transition.

If your child is moving to another school or is in year 6 we will contact the school and give them as much information about your child as possible to ensure a smooth transition. We are part of the LA's Primary Secondary Transfer process where all relevant information on children with SEND is passed onto the secondary school. The SENCo will meet with the SENCo of the secondary school to ensure that all relevant information is passed on. If your child has an EHCP, an Annual Review will be held in the summer of Year 5 to discuss possible secondary schools and amend their EHCP accordingly.

The Head Teacher and SENCo are available to discuss secondary transfer with parents of all children including those with special educational needs. The SENCo may accompany parents and children when they visit a school to support them to ensure that the new school can meet the child's special educational needs.

Where appropriate, children with SEND are given extra time in order to access exams and other assessments. They may have adult support such as a reader or scribe or have access to a computer for writing. The Deputy Head is responsible for applying for additional time in formal assessments.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school's policy on managing the medical conditions of pupils is available on the school website.

The school recognises that pupils with medical conditions should be properly supported in order for them to have full access to education; including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. We will take advice from specialist services e.g. school nurse, diabetes nurse, epilepsy nurse, occupational therapist, depending on the needs of your child. All staff will be made aware of the medical needs of your child. A health care plan will be written in collaboration with the principal first aider (senior administration officer), SENCo, parent and school nurse to ensure that your child's needs are met.

We aim to follow the guidance 'Supporting pupils at school with medical conditions' (DfE September 2014).

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The school ensures that special educational needs policy and practice are part of the schools on going self-review process. We examine the key principles in the SEND Code of Practice to ensure that they are being upheld. Termly progress analysis by our Senior Leadership Team ensures an in depth analysis of the performance of children in the school with special educational needs. The school continually sets targets to ensure the progress of all children. The criteria for monitoring children with special educational needs is part of the overall school policy on performance indication. We monitor whether children are successfully meeting those targets related to individual needs. Teachers and the Senior Leadership Team analyse pupil data termly and identify any pupils who are at risk of not meeting their targets. Pupil progress is tracked from entry into the school in all core subjects.

Whole school monitoring involves regular observation of teaching to ensure that all teaching is good or outstanding alongside monitoring of pupil outcomes to ensure that the needs of children with SEND are being met and that they are accessing the curriculum fully.

We look for a significant improvement in performance based on assessments before and after interventions and an increase in the number of children who, after intervention, no longer require support.

**See Appendix 3 for the key principles in the SEN Code of Practice**

## **SECTION 10: TRAINING AND RESOURCES**

SEND is funded in the school through AWPU (age weighted pupil unit), Statutory Mainstream Support funding and additional top up funding for children with Education Health and Care Plans (EHCP).

### **Deployment of Resources**

At Wormholt Park the children's various needs are assessed on a regular basis and staff are deployed to meet all children's special educational needs. We look carefully at their differing needs: communication, learning, social emotional and mental health, sensory or physical needs and aim to ensure that allocation of resources is as effective as possible. We are careful to ensure that we maximise the support available for all SEN children and carefully manage the SEN budget to ensure this.

### **Special Educational Needs Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Much of the whole school training delivered is directed at ensuring high quality teaching which is a prerequisite for ensuring children with SEN make progress. We aim to ensure that we have a knowledgeable and sensitive staff who understand the processes of learning and the impact that SEND can have on these. The school provides INSET, which is relevant to all teachers and support assistants on a wide variety of curriculum and behaviour issues, which supports effective teaching and management of pupils with special educational needs. Many of the staff regularly attend courses to enable them to provide more effective management and support for pupils with special educational needs. Specialist service providers visit the school regularly to advise staff on how best to support children with SEND as well as setting and reviewing targets for children.

An annual needs analysis/performance management review is undertaken at the beginning of the Autumn term to identify the training needs for the whole school and of individual staff.

There is an induction programme for new members of staff which includes meeting with the SENCo and Senior Leadership Team in order that they gain insight into school policy and procedures for children with special educational needs and to discuss training needs.

The SENCo regularly attends the Local Authority SENCo network forums in order to keep up to date with local and national updates in SEND.

The SENCo has close links with other local schools and regularly shares good practice.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

The Head teacher has overall responsibility for the management of all aspects of the school's work including provision for children with special educational needs. She, with the SENCo keeps the governing body fully informed of any related issues.

There is a dedicated SEND Governor responsible for special educational needs who monitors provision in the school.

The SENCo is responsible for coordinating the day to day provision for pupils with special education needs and implementation of this policy. The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant professionals where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The class teacher maintains records including updated assessment tracking and interventions for all children in their class, including those with SEN. These are overseen by the SENCo and the Deputy Head teacher.

Teaching Assistants are employed to support children with SEND including those with EHCPs. Alongside the class teacher, they support the child to meet the objectives detailed in their EHCP and targets set through the Annual Review process. They should record relevant information and report to the class teacher, outside specialists and the SENCo on the progress the child is making towards meeting those outcomes.

TAs are managed by their class teacher and the SENCo, reporting to the Head Teacher and SENCo. The SENCo monitors the effectiveness of TAs. The SENCo coordinates the training of TAs.

The designated members of staff with specific Safeguarding responsibility are **Nadia Osta (Designated Safeguarding Lead), Lisa McNiffe (Deputy DSL) and Anika Hargie.**

**Anika Hargie** is the member of staff responsible for managing Pupil Premium Grant and Looked After Children funding.

## **SECTION 11: STORING AND MANAGING INFORMATION**

Please refer to the school's data protection policy that is available on the school website.

## **SECTION 12: REVIEWING THE POLICY**

The SEND policy will be reviewed annually

### **SECTION 13: ACCESSIBILITY Statutory Responsibilities**

Our full Accessibility Plan is on the school website.

Wormholt Park is a three story building with a lift to aid children with impaired mobility. The majority of the school has been acoustically treated to aid those with hearing impairment. There are disabled toilet facilities within the nursery and two additional disabled toilets on the ground floor. There are both boys and girls toilets on all floors.

### **SECTION 14: DEALING WITH COMPLAINTS**

The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENCo, Head Teacher or the SEN Governor who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. Sometimes a Parent Partnership Service may be invited to attend to give support and impartial advice to parents/carers. If this does not resolve the situation then the complaint should pass to the Disagreement Resolution Service outlined in section 11 of the Code of Practice.

### **SECTION 15: Pupil Wellbeing**

Our Behaviour and Anti-Bullying policy is on the school's website.

At Wormholt Park every child has the right to feel safe. We are a level 2 accredited Rights Respecting School; all children are encouraged to respect each other and recognise their responsibilities towards each other. We nurture the unique talents and personalities of all and hope to enable our children to become productive citizens of the future who conduct themselves with self-respect, dignity and empathy.

Children working as Helpings Hands assistants are an important role in supporting children in the playground and helping children to negotiate friendship issues.

Children learn about internet safety as an integral part of the computing curriculum. Our Internet Safety Policy is available to read on our website.

The school employs a number of therapists to ensure good emotional wellbeing for children.

## **APPENDICES**

### **Appendix 1:**

#### **Definition of Special Educational Needs**

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.

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

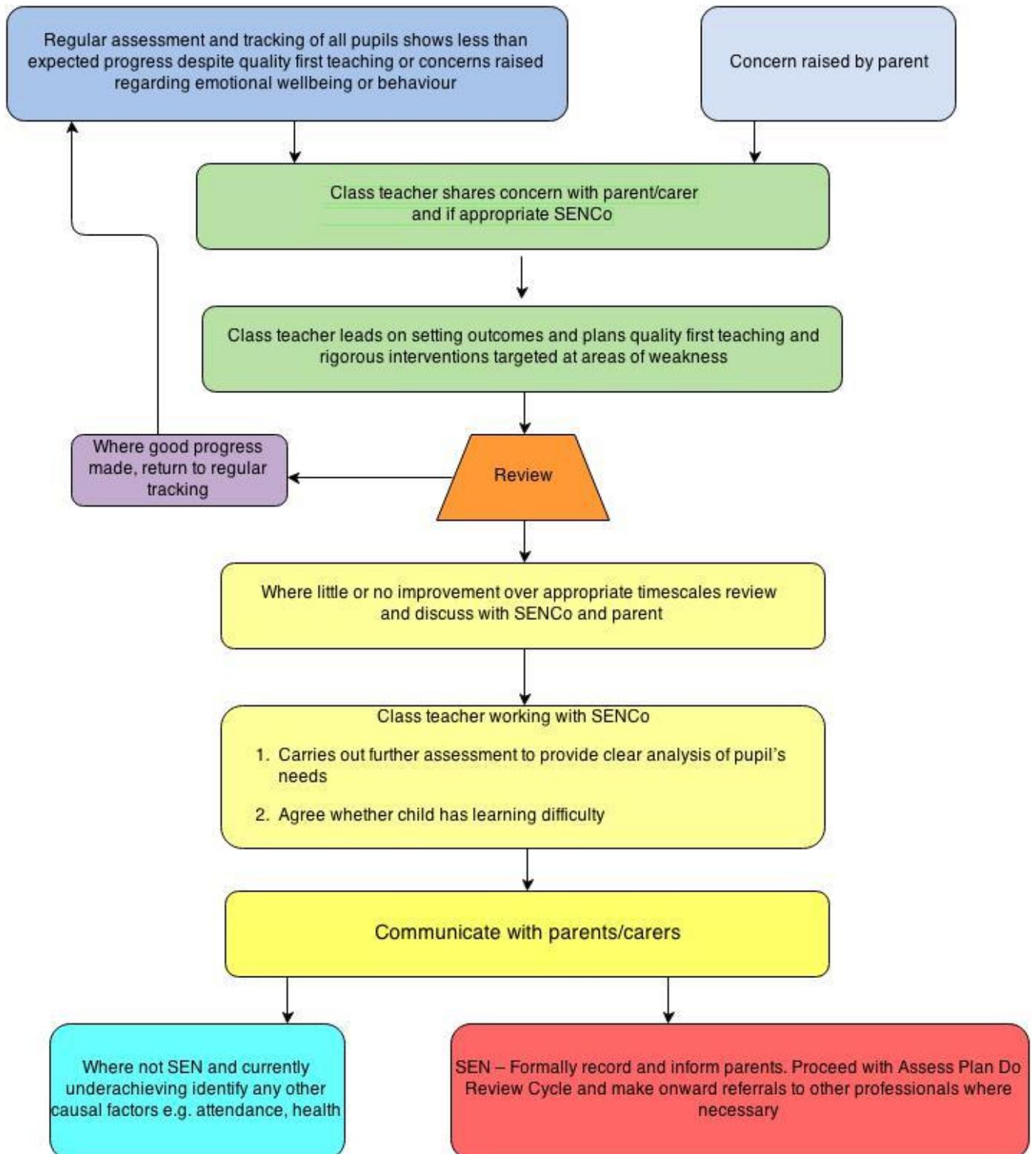
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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.

(SEND Code of Practice 0 – 25 (July 2015))

## Appendix 2

### Identification of SEN Support



## Appendix 3

### Principles underpinning the Code of Practice

1.1 Section 19 of the Children and Families Act 2015 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

1.2 These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with special educational needs (SEN)
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

(SEND Code of Practice 0 – 25 (January 2015))