



Diocese of Norwich  
Education and  
Academies Trust

# Unity Federation of Church of England and Community Academies– Colkirk and Sculthorpe Church of England Primary Academies and Little Snoring Community Primary Academy

## Special Educational Needs and Disability Policy

<b>Policy Type:</b>	Trust Policy
<b>Date Issued by MAT:</b>	20/02/2023
<b>Approved By:</b>	Trust Board (Standards and Strategic Development Committee)
<b>Approval Date:</b>	23/01/2023
<b>Review Date:</b>	January 2024
<b>Person Responsible:</b>	Deputy Chief Executive Officer

## Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	Roles and responsibilities	Individual learning plans, which are in addition to or different from typical curriculum provision	November 2019
6	Staff training	It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'.	November 2019
3	Our Christian Ethos and Values	Standard Trust wording added	January 2023
3	Overall Accountabilities and Roles	Standard Trust wording added	January 2023
3		Trust Reference to Inclusion Statement removed	January 2023
4	What is a Special Education Need?	Definition of Special Educational Needs updated	January 2023
4	Aims and Objectives of the SEND Policy are:	Aims and Objectives of the SEND Policy updated	January 2023
6	Roles and Responsibilities	Evidence for progress monitoring of all pupils with SEND updated	January 2023
Throughout	Throughout	Reference to Learning Plans included	January 2023
6	Voice of the Pupil	Updates to Voice of the Pupil section	January 2023
7	Monitoring	Update to Monitoring section	January 2023
7	Review Schedule	Review schedule updated from 3-yearly to annual review	January 2023

## **Our Christian Ethos and Values**

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

## **Overall accountabilities and roles**

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Head Teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

## **Policy Statement**

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Unity Federation believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils’ learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their “best endeavours” to meet the pupil’s needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

### **What is a Special Educational Need?**

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 that requires provision that is in addition to or different from others
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

### **What is Disability?**

The Equality Act 2010 definition is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”

### **Section 1(1) Disability Discrimination Act 1995**

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **Aims and Objectives of the SEND Policy are**

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

## **Whole Academy strategies to support pupils with SEND**

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

## **Roles & Responsibilities**

All staff at Unity Federation have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.

- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

### **Staff training**

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. Staff training will be offered as needs are identified.

### **Partnership with Parents / Carers**

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

### **Voice of the Pupil**

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

**Monitoring**

The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

**Review**

The policy will be reviewed annually or earlier if relevant.

**Links to Other Policies**

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

# SEND Information Report 2022-23

## for Unity Federation of Church of England and Community Primary Academies

### Part of the Norfolk Local Offer for Learners with SEND

#### Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At the Unity Federation (Colkirk CE Primary Academy, Sculthorpe CE Primary Academy and Little Snoring Community Primary Academy) we are committed to working together with all members of our school communities. This local offer has been produced with pupils, parents/ carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are

Miss Suzannah Hayes –Executive Headteacher

[head@sculthorpe.norfolk.sch.uk](mailto:head@sculthorpe.norfolk.sch.uk)

Mrs Suzanne Dean – Federation SENDCo

[senco@colkirk.norfolk.sch.uk](mailto:senco@colkirk.norfolk.sch.uk) / 01328 862684

Miss Hannah Burrell – Head of School at Colkirk

[office@colkirk.norfolk.sch.uk](mailto:office@colkirk.norfolk.sch.uk) / 01328 862684

Miss Jessica Woodrow – Head of School Little Snoring

[office@littlesnoring.norfolk.sch.uk](mailto:office@littlesnoring.norfolk.sch.uk) / 01328 878362

Mrs Victoria Warner-Smith – Parent Support Advisor

[office@colkirk.norfolk.sch.uk](mailto:office@colkirk.norfolk.sch.uk)

Alternatively, if you think your child may have SEND, please speak to their Class Teacher

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions, which can be found on the Norfolk County Council, SEND local offer web site

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

#### Our Approach to Teaching

At the Unity Federation our vision is to Have Faith, FLOURISH and Fly High!

We want children to flourish, to grow physically, emotionally, socially, spiritually, academically and morally. We will foster individuality through the recognition and celebration of a wide range of achievements and talents.

This means that we will respond to learners in ways which will take account of their varied life experiences and needs, including any Special Educational Needs. We pay particular attention to the provision for and the achievement of different groups of learners and value learning for all.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a



crucial factor in terms of readiness to learn. We recognise that many pupils may experience difficulties which affect their learning, and we know that these may be long or short term and may or may not be related to a Special Educational Need.

Pupil progress is assessed and monitored regularly through:

- Teacher assessment informed by observation and ongoing in-class assessment for learning.
- Termly PiXL assessments
- Statutory assessments including end of key stage SATs and the Year 1 phonics check

This information feeds into our termly pupil progress meetings, which in turn inform our planning of provision across the school.

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age:

Or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Learners can fall behind in school for lots of reasons: they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English very well; they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities to enable them to achieve, and for those who are at risk of not learning, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty or disability that requires special educational provision will be identified as having SEND.

The school uses a variety of ways to identify children who may have SEND:

- Discussions with parents, class teachers, support staff and the pupil.
- Discussion with the SENDCO to help identify barriers to learning
- Observation and assessment by SENDCO
- Liaison with previous school, pre-school setting, or Parent Support Advisor
- Previous assessment and progress monitoring
- Termly pupil progress meetings with class teachers
- Liaison with Educational Psychology Team and Advisory Support Teachers.

For some learners we may want to seek advice or assessment from specialist teams to help identify their individual needs and support us to best meet these needs. We have access to various specialist services; some of which are provided by Norfolk County Council.

The agencies used by the federation include:

- Norfolk EPSS Service, including Educational Psychologists, Specialist Teachers and ASD specialist support team
- ATT, Access through technology services. (Profession or medical referral only)
- Health services including
  - Just One Norfolk,
  - Speech & Language therapy,
  - Occupational therapy
  - CAMHS (Child & Adolescent Mental Health Service) and Point 1
  - School Nurse
  - Paediatricians
  - Neurodevelopmental Service (NDS)
- Attendance Officers
- Short Stay School
- SRBs (Specialist Resource Bases), including outreach services
- School – 2 – School Support
- Verbatim therapy services
- Parent Support Adviser (PSA)
- Virtual School Sensory Support
- Virtual School SEND
- Inclusion team

Special Educational Needs are categorised into four broad areas. These are:

- Communication and Interaction (including social communication)
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

We have identified the profile of learners who have Special Educational Needs in the Unity Federation in 2022-23 as follows;

	Colkirk CofE Primary Academy	Sculthorpe CofE Primary Academy	Little Snoring Community Primary Academy
Overall percentage of pupils in the school identified as having SEN	22%	22%	22%
Percentage of pupils in the school with an EHCP	4.7%	0	4.2%
Percentage of pupils in the school at 'SEN support'	17%	22%	18%

Primary Need	Colkirk CofE Primary Academy	Sculthorpe CofE Primary Academy	Little Snoring Community Primary Academy
Communication and Interaction	19%	15%	25%
Cognition and Learning	37%	46%	19%
Social, Emotional and Mental Health	25%	38%	44%
Sensory and/or Physical	19%	0	13%

Some children identified as having SEN have needs in more than one area. The table above shows only the percentage of pupils identified with each as their primary need and does not include any secondary or additional needs that may also be identified.

### **What we do to Support Learners with SEND:**

The majority of pupil needs will be met in the classroom through good quality first teaching. Our teachers use various strategies to plan and deliver lessons that take into account the individual needs of the pupils. This may include:

- Differentiated planning
- Computer software
- Visual timetable
- Writing frames
- Positive behaviour rewards system
- Practical activities that promote pupil engagement
- Giving clear instructions accompanied by visual prompts.
- Setting clear expectations
- Modelling and scaffolding learning
- Use of coloured backgrounds and coloured paper
- Careful planning of pupil groupings and seating arrangements.
- Deployment of additional adults in the classroom

Learners identified as having SEND, are entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

At Unity Federation, we use the ‘graduated approach’ of assess, plan, do, review when supporting pupils with SEN.

Assess – gather information about the pupil’s needs and any barriers to learning through discussion, observation and assessment

Plan – Work collaboratively with pupils, parents and outside agencies to plan the support or intervention that is needed

Do – Put the support in place, or carry out targeted, time-limited interventions as planned.

Review – Review the progress made against the targets. Re-assess and begin the cycle again if needed.

Each school in the federation has a intervention map, detailing the interventions in place to support learners with SEND. Areas of need are identified, with specific targets and outcomes for each intervention. The provision in place at any one time in each school is planned to meet the needs of the children at that time. Therefore our intervention maps are updated regularly. The latest provision map is available to see in each academy.

Examples of the types of provision and intervention we may use include:

#### Communication and interaction

- Talk Boost groups
- 1:1 or small group speech and language sessions
- Listening and attention groups
- Visual cues and communication aids
- Social skills groups
- Socially speaking programme

#### Cognition and learning

- Small group or 1:1 targeted literacy or numeracy interventions, focussing on a particular area of difficulty
- Phonics interventions
- Nesy
- Memory aids and checklists
- 1:1 reading support

#### Social, emotional and mental health

- Social skills groups, including co-operative play and turn taking
- Play therapy
- 'time to talk' intervention
- Support from PSA
- Yoga
- Mindfulness

#### Physical / Sensory

- 1:1 support following OT programme
- Fine motor skills
- Gross motor skills

In addition, pupils with higher levels of need, who require specialist intervention and support that is not part of the whole school provision map, may have an individual learning portfolio or behaviour management plan. These plans are developed collaboratively with the SENDCo, class teacher, parents and pupil and reviewed regularly.

Where a pupil's needs cannot be met through the additional support and intervention usually provided in school, and where at least 2 cycles of 'assess, plan, do, review' have been completed with little or no progress being made, the school, in collaboration with parents, may consider applying for an Education, Health and Care Plan (EHCP). Further information on EHCPs and the application process can be found on the Norfolk Local Offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning>

In addition to the regular reviews in school as part of the 'assess-plan-do-review' process, pupils with an EHCP also have a formal review each year, where their progress against

the agreed outcomes is discussed and any changes to the EHCP are agreed. The pupil their parents and any professionals involved with the child are invited to attend this review.

### **How do we find out if this Support is Effective?**

Monitoring progress of pupils is an integral part of teaching and leadership within our schools. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do and review' model, ensuring that parents, carers and pupils are involved in every step.

This is reviewed termly with the parent and pupil. If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. The Head of School and SENDCO specifically monitor the progress of SEND learners and monitor the impact of interventions, to ensure that we are only using interventions that work. Our school data is also monitored by the Local Authority and Ofsted.

If a parent does not feel that the support their child is receiving is being effective, in the first instance they can discuss this with the class teacher, the SENDCO, the Head of School or the Executive Headteacher. If the parent is still not satisfied, they can contact the chair of governors.

### **Training for staff**

All staff across the federation have the opportunity to engage in professional development, including developing their knowledge and skills in supporting pupils with SEND. Recent training undertaken by federation staff includes

- Elklan speech and language training
- Norfolk steps
- Read Write Inc phonics training

In addition, the SENDCO meets termly with specialists from EPSS to discuss pupil needs in each school and get advice on how best to support the pupils. Teachers and support staff may also join these meetings when appropriate to discuss the needs of particular pupils they work with.

### **Funding for SEND**

Each academy in the Unity Federation receives some funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

In addition, each school can bid for top up funding or funding for children with EHCPs (Education Care and Health Plans) or higher levels of need from the local authority. This funding can help to pay for support from outside agencies or go towards funding additional support in school. However, this funding is very limited and the majority of the cost for any support must be met by the school.

#### **2022-23 funding for SEND:**

	Colkirk CofE Primary Academy	Sculthorpe CofE Primary Academy	Little Snoring Community Primary Academy
SEN notional funding	£16,676	£22,703	£23,877

Top up funding (High needs / EHCP /exceptional circumstances)	£6,170	£3,552	£4,677
Total	£22,846	£26,255	£28,554

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At the Unity Federation we offer a range of additional clubs throughout the year. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head of School to discuss specific requirements. We have an Accessibility Plan that ensures any physical changes that we can make to accommodate pupils is also followed when appropriate.

### **Equality**

The Equality Act 2010 definition of disability is;

‘A person has a disability for the purpose of this Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.’ Sector 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. We recognise that there may be situations where disability and SEN overlap. The legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make adjustments to resources accordingly.

The Unity Federation embraces all opportunities to engage in learning beyond the classroom.

### **Supporting Pupils with Medical Conditions**

At Unity Federation, we have a number of pupils with medical conditions. Staff work in collaboration with parents/carers and health professionals to plan how best to meet pupils’ medical needs in school. Staff complete additional training delivered by health services in relation to individual pupil needs.

### **Preparing for the Next Step**

Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. Pupils may be moving from our school to another, one key stage to another, to a new class or moving onto secondary education. The Unity Federation works hard to ensure positive transitions are experienced by our pupils. Staff ensure that information is shared between settings, with parental permission, in a timely manner, for pupils joining or moving on from our schools.

Planning for transition is a crucial part of provision for all learners, but some children with SEND may require a personalised transition plan; this may include additional move up visits, individually prepared transition booklets or specific resources. These transition arrangements will be discussed with parents, carers, pupils and staff well in advance. For pupils with EHCPs, planning for transition to secondary education begins in year 5.

### **Have your Say**

The Unity Federation is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful Links**

Unity Federation policies - <https://www.wrsps.co.uk/policies.html>

[Admission Policy - https://www.wrsps.co.uk/admissions2.html](https://www.wrsps.co.uk/admissions2.html)

Norfolk's Local Offer - [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

Parent Partnership [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

The Special Needs and Disability Code of Practice: 0-25 years

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_datafile/325875/SEND-Code\\_of\\_Practice\\_June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_datafile/325875/SEND-Code_of_Practice_June2014.pdf)