



Special Education Needs and Disability
(SEND) Policy
2015-2019

Agreed by:	Governing Body
Review date:	September 2019
Previous date:	September 2018



Charlton Manor Primary School

Special Educational Needs and Disability (SEND) Policy

It is the policy at Charlton Manor Primary School to meet the needs of all children. We attempt to provide a caring, happy and secure environment where each child's true potential can be fulfilled.

We endeavour to work with 'the whole child' by giving consideration to the child's needs academically, physically, emotionally and socially. We firmly believe that every teacher is a teacher of every child or young person including those with SEN.

We monitor progress carefully and attempt to work in partnership with parents and outside agencies to ensure we raise the level of achievement in all children, whatever their special needs may be. Our Special Educational Needs Policy is an integral part of the school's strategic planning and we are committed to creating opportunities to enable all our children to succeed. This is achieved by promoting positive feelings of self-worth, high self-esteem, confidence and mutual respect. We are committed to an inclusive practice to ensure that children with a variety of individual needs can work happily and collaboratively alongside each other.

SENCo: Mr T Baker (Head Teacher)

SEN Governor: Ms Liz Randall

Date the policy was agreed by governors: September 2015

Date for next review: March 2018

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and 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 2014)
- Schools SEN Information Report Regulations (2014)
- This policy complies with the statutory requirement laid out in the SEND 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 (2012)

This policy was developed and written by the SENCo in consultation with our School Governors. It is reviewed regularly so that it remains accurate and reflects any new legislation.

What is covered in this policy:

1. Aims
2. What is meant by Special Educational Needs (SEN) or Disability
3. Admission of pupils with Special Educational Needs
4. Identification of Special Educational Needs
5. What should a parent do if they think their child may have special educational needs?
6. How will Charlton Manor support a child with SEND?
7. Roles and Responsibilities
8. How will parents be helped to support their child's learning?
9. Pupils with medical needs
10. What training do staff supporting children with SEND undertake?

11. How will children with SEND be included in activities outside the classroom including school trips?
12. How accessible is the school environment?
13. Transition into our school or within the school for pupils with SEND
14. Transition to the next school for pupils with SEND
15. How are the school's resources allocated and matched to children's special educational needs?
16. Access arrangements for exam concessions
17. Contacts for further information or concerns relating to SEND?
18. Support services for parents of pupils with SEND
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1. Aims of this SEND Policy

The aims of our special educational needs and disability (SEND) policy and practice at Charlton Manor is to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children with SEND engage in the activities of the school with pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum and inclusive provision, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health

4. Sensory/physical.

- To listen, respond to and work with parents/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What is meant by special educational needs (SEN) or a disability?

The definition for SEN and disability from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people who have SEN may have a disability under the Equality Act 2010-that is'...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'**. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Childrens' progress and ability to access the curriculum may be affected by factors that we would not necessarily consider to be a SEN. These may include:

- Disability which does not impact on access and learning
- Attendance and punctuality
- Health (which again does not impact on access and learning)and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

3. Admission of pupils with special educational needs (see also admissions policy)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Educational, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all pupils where possible.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person where would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs may be better met in specialist provision. When a child is new to the school and has a specific need, a visit by the parents/carers and where possible the child, is encouraged. The family is shown around the school by the Headteacher/SENCo or the Inclusion Manager. The needs of the child are discussed with the SENCo or Inclusion Manager to ascertain and share relevant information in order that any preparations can be made by the school before the child's first day of attendance. This information is treated sensitively and shared with the class teacher and LSA and, when necessary, midday meal supervisors and all teaching staff.

4. Identification of SEN

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher/SENCo, the Inclusion Manager and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

We know when pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers or the pupil's previous school, regarding a pupil's level of progress or inclusion.

- Screening or intervention monitoring such as that completed as a result of a concern being raised indicates a gap in knowledge or skills.
- Whole school tracking of attainment outcomes indicates a lack of expected levels of progress despite Quality First Teaching and evidence of class teacher support.
- Use of Greenwich Guidance for SEN Support.

At Charlton Manor progress is monitored continuously by class teachers and half termly by the school SENCO. This is done through attendance at progress meetings and through careful analysis of tracking data.

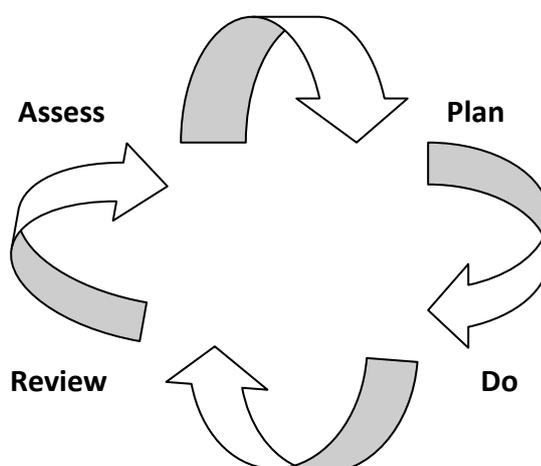
5. What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This may then result in a referral to the school SENCo.
- Parents may also contact the Head Teacher/SENCo or the Inclusion Manager directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How Charlton Manor will support a child with SEND.

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- The quality of teaching provided to pupils with SEND is monitored through a number of processes in line with the Teaching and Learning Policy.
- Pupil's attainment is tracked using the whole school tracking system and is then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership Team.
- Additional action to increase the rate of progress will then be identified and recorded and will include review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school

considers their child may require SEN support and their partnership sought in order to improve attainment. This is known as the 'graduated approach'.



- Action relating to SEN support will follow an **assess, plan, do and review model**:
 - Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
 - Do: The class teacher remains responsible for all children, including those identified with SEN, and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEN support) will be put in place that will identify a clear set of expected outcomes, which will include challenging and relevant academic developmental targets. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded by the class teacher and a date set for reviewing attainment.
 - Review: Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission had been obtained and may include referral to:

1. Specialists in other schools e.g teaching schools, special schools.
 2. Local Authority Support Services including Educational Psychology Service (EPS), Early Intervention Team (EYIT), ASD Outreach Service, Waterside Outreach Service (Behaviour Support), STEPS, Education Welfare Officers.
 3. Health professionals including Speech and Language Therapists, Physiotherapists, Occupational Therapists, School Nurse, Community Paediatrician, Child and Adolescent Mental Health Service (CAMHS).
 4. Social Care including the Disabled Children’s Service.
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be reasonably provided from within the school’s own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Core Offer (The support all children may receive as part of Quality First Teaching)	SEN Support (‘additional to and different from’ support)
<ul style="list-style-type: none"> • Quality First Teaching • Well differentiated work to meet the needs of all children within the class • Children regularly work in a small group setting with the class teacher • Children regularly work in a small group setting with the class TA • A time limited, small intervention group led by the TA and planned for and monitored by the class teacher. This may be for English, Maths or fine motor skills. • Year 6 Booster groups, run by the TA and planned for and monitored by the class teacher • Speech and Language Therapist Universal Level support. 	<ul style="list-style-type: none"> • Time limited Literacy support led by the TA but planned for and monitored by the Inclusion Manager and STEPS • Individual fine motor control intervention led by the TA but planned for and monitored by the Inclusion Manager and STEPS • Nurture group led, planned for and monitored by the Inclusion Manager • Period of support by the School Counsellor • Weekly 1:1 support from SpLD specialist teacher • SaLT individual or group support led by the Speech and Language Therapist or trained TA • EP involvement • Waterside Behaviour Outreach involvement

	<ul style="list-style-type: none"> • ASD Outreach involvement • Early Intervention Family Support Work involvement • CAMHs involvement • 1:1 in class Teaching Assistant support
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Class teachers remain 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, an SEN.

'The class or subject teacher should 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 or subject teacher, they should still retain responsibility for the pupil. They should work 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 SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'

(SEND Code of Practice 0-25 years, p.101 para 6.52)

7. Roles and responsibilities

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision.
- Keeping the Governing Body well informed about SEN within the school.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the SENCo

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Coordinating the provision for pupils with SEN.
- Monitoring the progress of all groups of children including those with SEN.
- Monitoring the impact of interventions through data tracking.
- Liaising with and giving advice to teachers.
- Overseeing pupils' records.
- Liaising with parents.
- Liaising with external agencies.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that SEN pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the SEN policy.
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequently provision for, SEN pupils.
- Working closely with the SENCo to decide the action required to assist the pupil to progress.
- Working with the SENCo to collect all available information on the child.
- Setting aspirational yet realistic targets for pupils with SEN.
- Meeting the educational needs of pupils with SEN through Quality First Teaching.
- Developing constructive relationships with parents.
- Informing parents of interventions in place and progress made at parents' meetings.

8. How will parents be helped to support their child's learning?

Charlton Manor firmly believe in developing a strong partnership with parents. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school ensures that parents are made aware of their child's special educational need at termly parent's meetings. Individual targets and arrangements for specific interventions are shared with parents during the meetings. In the case of a child with very specific needs, the SENCo or Inclusion Manager stay in regular contact with parents and ensures that they have an integral role in any decisions made about their child's education.

- Please look at the school website and the Local Authority's SEN Information report (Local Offer) on their website which provide 'signposts' for additional support.
- The class teacher or Inclusion Manager may also suggest additional ways of supporting your child's learning or accessing local support groups.

9.Pupils with medical needs

See also Medical Needs Policy.

The key contact for medical needs is the Headteacher/SENCo, Deputy Headteacher, or Inclusion Manager.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan.

Arrangements in place in school to support pupils with medical conditions:

- Pupils with medical needs that affect daily access or require the administration of medical support will be recorded in a Health Care Alert Booklet. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents and if appropriate, the pupils themselves.
- Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school/community nurse as being competent.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day, that is, support other than medication.

- It is the parent's responsibility to keep the school informed about any changes to the pupil's condition or medicine.
- All medicine administration procedures adhere to the LA policy and Department of Education (DFE) guidelines included within 'Supporting pupils at school with medical conditions' (DFE) 2014 and identified in the school Medical Needs Policy.

10. What training do staff supporting children and young people with SEN undertake?

The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate. This is funded through our allocated SEN budget. The need for training is identified by the SENCo through discussion with class teachers and support staff during performance management meetings and as a result of changes to pupil need. Any training undertaken is shared with the SENCo and disseminated amongst other staff where appropriate. The effectiveness of training is monitored by the SENCo.

Where possible all staff (including lunchtime staff) attend whole-school training for SEN. Charlton Manor staff have undertaken training in:

- Supporting children with an ASD in the class room and playground
- Speech and Language training-for groups of staff and for individuals running therapeutic and intervention groups
- Supporting children working at P Levels
- STEPS
- Managing challenging behaviour for children with social, emotional needs
- The Governor with specific responsibility for SEN has completed the SEN Governor training

In order to keep up to date with local and national updates in SEN the SENCo attends the LA's SENCo network meetings and training aimed at SENCos and SEN legislation.

Royal Borough of Greenwich SEND staff training programme can be viewed at:

<http://servicetoschools.royalgreenwich.gov.uk/courses>

11. How will children with SEND be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.

- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

12. How accessible is the school environment?

Adaptations have been made to the school site in line with our Accessibility Policy. Our Accessibility plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

- We increase and promote access for disabled pupils to the school curriculum by working closely with parents and specialist agencies to ensure staff are knowledgeable about pupils' specific needs.
- We implement strategies and advice provided to make learning accessible and to promote inclusion.

13. Transition into our school or within the school for children with SEND

A number of strategies are in place to enable effective transition. These include:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs.
- The pupil's previous school will be contacted and records requested. Where a child has known SEN, the school will contact the previous school/setting or other professionals as needed.
- The SENCo will distribute relevant and recent information to the class teacher. Their SEN information will be read, documented and filed.
- Records and information of pupils with SEN are stored securely by the Inclusion Manager. Records are kept for as long as the pupils are pupils at our school and then sent to their new educational setting when they leave us.
- The SENCo or Inclusion Manager meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- For transition within the school, towards the end of the school year the pupil's class teacher will meet with their next teacher. SEN records will be passed on at this time along with specific strategies to support the pupils learning.
- Where a pupil has a statement or EHC Plan an additional meeting will take place between the class teacher and the SENCo or Inclusion Manager.

14. Transition to the next school for pupils with SEND

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN to ensure a smooth transition. This meeting will take place at the Royal Borough of Greenwich Primary to Secondary Transition day.
- The records of pupils who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school.
- The records of pupils with SEN transferring to Secondary school will be sent two weeks before the end of the school year.
- The annual review in Yr5 for pupils with a statement of educational needs or an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- The school will invite the next school to the Yr6 annual review for those pupils with a statement or EHC Plan.

15. How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- The School SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND at SEN Support level of the Code of Practice.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These pupils may also have Special Educational Needs.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the local authority. This is for children who have a statement of educational needs or EHC Plan.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the school website in our SEN Information Report/Local Offer.

16. Access arrangements for exam concessions

Where there is a history of need/support and the pupil has concessions as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school. This may result in the pupil having longer to complete the task, to have a scribe or for rest breaks to be used.

Where a child has a visual impairment, exam booklets will be printed in a larger font and where a child has a diagnosis of dyslexia, booklets will be printed on non-white paper or coloured overlays will be provided.

17. Contacts for further information or concerns relating to SEND?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo/Headteacher
- If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEN

The school's complaints procedure is outlined in our complaints policy. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if and when required.

At Charlton Manor we are committed to providing our pupils with a safe, friendly and caring environment. All pupils should be able to learn in a secure and supportive atmosphere. Bullying of any kind is unacceptable in our school and if bullying does occur pupils should be able to tell an adult, secure in the knowledge that their complaint will be thoroughly investigated and dealt with effectively.

Please see our Anti-Bullying Policy on our school Website for further information.

18. Support services for parents of pupils with Sen include:

- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS-formerly Parent Partnership Service). Children and young people up

to 25 years with special educational needs and disabilities - as well as their parents and carers - can access free and impartial information, advice and support. SENDIASS staff support good working relationships between parents, early years and education settings and the local authority, empowering parents to play an active and informed role in their child's learning. They can be contacted via the Royal Greenwich website.

- Greenwich Parent Voice is a parent-led group which seeks to improve services for children and young people with disabilities and special needs in Royal Greenwich.

<http://greenwichparentvoice.com>

- Greenwich Mencap works with and for people with a learning disability and their families who live in Royal Greenwich or who are the responsibility of the Royal Borough. It offers a range of services that support children and young people with learning disabilities and additional needs, ensuring that they are able to access and enjoy mainstream and specialist activities.

<http://greenwichmencap.org.uk>

- Parents and carers can appeal to the Governments SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against you disabled child. Information can be found at:

<http://www.gov.uk/special-educational-needs-disability-tribunal>

Additional information and references:

Local Authority's SEN Information Report (Local Offer). The Local Offer, which can be viewed on the Royal Greenwich website, provides information on what services children, young people and their families can expect from a range of local agencies; including education, health and social care. Knowing what is out there gives you more choice and therefore, more control over what support is right for your child.

<http://royalgreenwich.gov.uk/info/8/special-educational-needs-co-ordinated-support-plan/1427/local-offer-for-children-with-special-educational-needs-and-disabilities>

The SEND Code of Practice (2014). The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

<https://www.gov.uk/government/publications/send-code-of-practice-0-25>

Supporting pupils at school with medical conditions.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

The Special Educational Needs and Disability Regulations 2014

<http://preview.tinyurl.com/m2bnos4>

Glossary (A glossary of terms is also included in the appendices of the SEND Code of Practice, p267-275)

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator

SEN Support: Support given to pupils with SEN from devolved funding

Statement: Statement of Special Educational Needs

