



## **SOUTH WONSTON PRIMARY SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

#### **Contents**

<b>1. Statement of intent</b>	<b>1</b>
<b>2. Aims Statement of intent</b>	<b>1</b>
<b>3. Inclusion and equal opportunities</b>	<b>2</b>
<b>4. Definitions</b>	<b>2</b>
<b>5. Our approach to SEND support</b>	<b>4</b>
<b>6. Roles and responsibilities</b>	<b>7</b>
<b>7. SEN information report</b>	<b>10</b>
<b>8. Expertise and training of staff</b>	<b>11</b>
<b>9. Links with external professional agencies</b>	<b>11</b>
<b>10. Admission and accessibility arrangements</b>	<b>11</b>
<b>11. Complaints about SEND provision</b>	<b>12</b>
<b>12. Monitoring and evaluation arrangements</b>	<b>12</b>
<b>13. Links with other policies and documents</b>	<b>13</b>
<b>14. Legislation and guidance</b>	<b>13</b>

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#### **1. Statement of intent**

We believe at South Wonston Primary School that good teaching and learning is a universal entitlement and that inclusive teaching strategies should be embedded in the classroom. In accordance with the 1994 UNESCO Statement on inclusion, we believe that schools which adopt an inclusive orientation “are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.”

Inclusion is closely linked to achieving a sense of belonging for all children, which is achieved through valuing all children and fostering a climate that is responsive to their individual needs. Every teacher is a teacher of every child at South Wonston Primary School, including those with Special Educational Needs and Disabilities (SEND).

## **2. Aims Statement of intent**

Our special educational needs and disabilities (SEND) policy aims to:

- **Make sure our school fully implements national legislation and guidance regarding children with SEND**
- **Set out how our school will:**
  - **Identify and provide for children who have SEND**
  - **To operate a ‘whole child, whole school’ approach to the management and provision of support for SEND**
  - **To provide support and advice for all staff working with and/or parents of children with SEND**
  - **Explain the roles and responsibilities of everyone involved in providing for children with SEND**

## **3. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

## **4. Definitions**

### **4.1 Special educational needs**

**Special Educational Needs (SEN):** 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.*

*From The Code of Practice (2015)*

**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.

#### **4.2 Disability**

Many of the children and young people who have special needs, 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’.

In this definition, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between children with disabilities and those with SEN. Where a child with a disability requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

1. We must not directly or indirectly discriminate against, harass or victimise children with disabilities
2. We must make reasonable adjustments, to ensure that all children with a disability have access to the resources which enable them to engage fully with the curriculum and broader school community, and achieve a sense of belonging in school

#### **4.3 The 4 areas of need**

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the child’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>This includes children who have difficulties in their speech or non-verbal communication and those who may struggle to understand spoken language, because of their hearing or a delay in their vocabulary development. It may also include children with social communication difficulties.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
<p><b>Cognition and learning</b></p>	<p>Children with learning difficulties usually learn at a slower pace than their peers. This includes children who find learning difficult because of delayed development or due to specific barriers in one or more areas of their learning. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional and mental health</b></p>	<p>This includes children who demonstrate delay or difficulties in their social awareness and friendship skills; their ability to recognise or regulate their emotions; or those children who find it difficult to concentrate and give sustained attention. Sometimes children in this group will exhibit high levels of anxiety or challenging behaviours.</p> <p>These needs may reflect a wide range of underlying difficulties or disorders, such as:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit hyperactivity disorder or attachment disorder</li> <li>● Previous adverse childhood experiences</li> </ul>
<p><b>Sensory and/or physical</b></p>	<p>This includes children with physical needs or disabilities and those who experience difficulties receiving or managing sensory information. Children with these needs may have a disability that hinders them from accessing the educational facilities generally provided. These children could need ongoing additional support and equipment to access all the opportunities available to their peers.</p> <p>Children may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul>

Challenging behaviours, slow progress and low attainment do not necessarily mean that a child has SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Where there are concerns, the school will work with the parent to identify the barriers for the child and consider the most appropriate action. Where children speak English as a second language, progress may be delayed while the language is still developing. It is important that this is not misidentified as SEND.

## **5. Our approach to SEND support**

### **5.1 Identification, assessment and review**

The Code of Practice – which is the government’s framework for providing for children with SEND - outlines a graduated response to childrens’ needs, recognising that there is a continuum of need matched by a continuum of support. This response refers to the action taken, which is additional to or different from the provision made as part of the school’s usual differentiated curriculum and strategies.

Where concern is raised, that a child is experiencing barriers or not progressing as expected, the class teacher takes early action to assess and address the difficulties.

If a child is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so appropriate support can be put in place as early as possible.

### **5.2 Consulting and involving children and parents**

When we are identifying whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child’s areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents if it is decided that a child will receive special educational provision.

### **5.3 The graduated approach to SEN support**

At South Wonston Primary School, we adopt a Quality First Teaching approach, targeted at the areas of development where the child is struggling.

Key characteristics of Quality First Teaching include:

- lessons designed with clear learning intentions and success criteria
- high expectations of child involvement and engagement
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- an expectation that children will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate children

Teachers are responsible and accountable for the progress and development of the children in their class. This includes the progress they make when accessing support from teaching assistants or specialist staff.

Quality First Teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND; additional intervention and support cannot compensate for a lack of Quality First Teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observations, work scrutiny and child progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and Quality First Teaching.

We assess each child's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. These should seek to identify children making less than expected progress given their age and individual circumstances.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. Where a child is identified as having SEN, we will take action to remove barriers to

learning, by putting effective provision in place. This SEN support should take the form of a four-part cycle (Assess, Plan, Do, Review), referred to in the Code of Practice as a “Graduated Approach”.

## **Assess**

In identifying a child as needing SEN support, the class teacher, working with the SENCo, will carry out a clear analysis of the child’s needs. This should draw on the teacher’s assessment and experience of the child; their previous progress and attainment; the views and experience of the parents, the child’s own views; and if relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. Information from these services can also be used to build an accurate picture of the child’s needs.

## **Plan**

In consultation with the parents and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place. Appropriate interventions should be selected based on their suitability for the needs identified and on reliable evidence of their effectiveness. Interventions should always be delivered by staff with the appropriate skills and knowledge. Parents may be asked to reinforce or contribute to progress at home.

All children with SEN should have a Pupil Support Plan (PSP), which is shared with parents and is used as a working document in the classroom. The PSP includes the child’s views, a provision support map and details of the provision and intervention being used. All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

## **Do**

The class teacher is responsible for the child’s progress and should ensure that appropriate resources are provided and that adequate time is made for additional interventions. Class teachers must work closely with 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.

Additional support can be provided by the SENCo, for example to problem solve or suggest additional strategies.

## **Review**

The effectiveness of the support and interventions and their impact on the child’s progress will be reviewed in line with the school’s pupil progress monitoring cycle.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and children

- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The class teacher, working with the SENCO, will revise the outcomes and support in light of the child's progress and development, deciding on any changes to the support and outcomes and inform pupils and parents.

Sometimes, when a child's progress is reviewed, it may be deemed appropriate to seek some additional advice from professionals in other agencies, for example: Educational Psychologists or Speech and language Therapists. If this is necessary, the SENCO will approach the parent for permission to refer to the appropriate service. Advice from other services can then be used to refine the support provided.

#### **5.4 Levels of support**

##### **School-based SEN provision**

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the school's notional SEND budget.

On the census these children will be marked with the code K.

##### **Education, health and care (EHC) plan**

For a small minority of children, the support which is normally available through the school's SEN processes and provision, including the provision advised by other professionals, is not enough. Some children require much more specialist provision and a level of support which is over and above that on offer for the vast majority of children. In these cases, the school, in agreement with the parent, may consider requesting an Education, Health and Care Assessment. In this process, a request is made to the local Authority (Winchester City Council), to ask them to assess the child for an Education, Health and Care Plan (EHCP). A panel of professionals at the Local Authority (LA) will consider the evidence provided and decide whether or not to carry out the assessment. This process takes approximately 6 months.

An EHCP is a legal document, which describes the child's needs and explains the support they need to meet those needs. The EHCP must be reviewed at least every 12 months.

The provision for children with an EHCP will be funded from the school's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

On the census these children will be marked with the code E.



## **5.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for children with SEN by:

- Tracking children's progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using child questionnaires
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents

## **6. Roles and responsibilities**

Provision for children with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for children with special educational needs. The Governing Body maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

### **6.1 The SENCO**

The SENCO at our school is Mrs Charlotte Avendano - [adminoffice@southwonston.hants.sch.uk](mailto:adminoffice@southwonston.hants.sch.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any children with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND

- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of children with disabilities, the steps taken to prevent children with disabilities being treated less favourably than others, the facilities provided to assist access of children with disabilities, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND

### **6.3 The SEND link governor**

The SEND link governor is Mr Stephen White

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual children
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of children on the SEND register

- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **6.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the child and the school
  - Listen to the parents' concerns and agree their aspirations for the child

### **6.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual report on the child's progress

### **6.7 The child**

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible and appropriate.

### **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **8. Expertise and training of staff**

In order to maintain and develop quality first teaching and provision, which responds to the strengths and needs of all children, all staff are encouraged to undertake training and development where appropriate. Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Staff training takes a variety of forms and may use the expertise of colleagues, as well as training from the local authority or from other agencies, such as NHS colleagues.

## **9. Links with external professional agencies**

We recognise that it won't be able to meet all the needs of every child. Whenever necessary we will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **10. Admission and accessibility arrangements**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - their accessibility for children with disabilities. Schools are required to produce written accessibility plans for their individual school and local authorities have a duty to prepare accessibility strategies covering the maintained schools in their area.

### **10.1 Admission arrangements**

Up to date arrangements for the admission of prospective children with SEN or a disability can be found on our school website:

[South Wonston Primary School Admissions](#)

### **10.2 Accessibility arrangements**

Our Accessibility policy can be found on our website:

[South Wonston Primary School Accessibility Policy](#)

## **11. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy [[South Wonston Primary School Complaints Policy](#)].

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [local authorities' disagreement resolution and mediation services](#). You can request mediation by contacting Global mediation.

Telephone: call the mediation line direct on 0800 064 4488

Email: [info@globalmediation.co.uk](mailto:info@globalmediation.co.uk)

Online form: [contact - Global mediation](#)

## **12. Monitoring and evaluation arrangements**

### **12.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND at the start of the autumn term
- How early children are identified as having SEND
- children's progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents

### **12.2 Monitoring the policy**

This policy will be reviewed by the SENCO and Head Teacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

### 13. Links with other policies and documents

This policy links to the following documents:

- [SEN information report](#)
- The local offer - <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- Accessibility plan - <https://www.southwonston.hants.sch.uk/accessibility/>
- Behaviour policy - <https://www.southwonston.hants.sch.uk/good-behaviour-policy/>
- Equality policy - <https://www.southwonston.hants.sch.uk/single-equality-policy/>
- Supporting children with medical conditions policy - <https://www.southwonston.hants.sch.uk/supporting-pupils-with-medical-conditions-policy/>
- Attendance policy - <https://www.southwonston.hants.sch.uk/attendance-policy/>
- Safeguarding policy - <https://www.southwonston.hants.sch.uk/safeguarding-policy/>
- Complaints policy - <https://www.southwonston.hants.sch.uk/complaints-policy/>

### 14. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs