



INCLUSION/SEND POLICY

This Aldborough Primary Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Autumn 2020
REVIEW FREQUENCY	Annually
REVIEW DUE	Autumn 2021
STATUTORY REQUIREMENT	YES
AMENDMENTS	
Date	Summary of Amendment/s
29 th March 2019	Removal of SENDCO Assistant
November 2020	Equality Impact Assessment Completed; Remote Learning Policy links included

Introduction

Our SEND policy sets out how the school will support and make provision for pupils with special educational needs and disabilities (SEND). It explains the roles and responsibilities of everyone involved in providing for pupils with SEND. It informs parents, teachers, support staff, governors about what inclusion looks like at Aldborough Primary School.

This policy replaces the Special Educational Needs Policy, the Gifted and Talented Policy, guidance for Looked after Children, guidance for pupil premium pupils, guidance for pupils with English as an additional language and school guidance on identifying pupils who may not have a special need but who nonetheless are not learning at a rate commensurate with standards at the end of primary school.

At the heart of this policy is equality and suitability of access to the education offered. We recognise that some children may have barriers to their learning based on prior experiences, genetics or environmental circumstances. We also recognise that some children are able and talented. All such children may be viewed as **vulnerable learners** and without the protection of this policy it could be that they are seen to need exclusive provision as opposed to inclusive provision. Our vision is 'to have high expectations and aspirations for all' and this policy explains how that will be achieved for these particular children within an holistic education and an inclusive environment.

Policy Aims

- To ensure our approach to Inclusion is shared and understood.
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for our vulnerable learners.
- To work in cooperative and productive partnership with the Aylsham Cluster Trust and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being.
- To support vulnerable learners in maintaining relationships based on respect for themselves and others.

Inclusion Principles

- We respect the right of all children in our school, irrespective of differences, to access the learning that is necessary for their self-fulfilment and eventual development into active and responsible adults. This holistic ethos ensures vulnerability to learning does not overshadow the development of the well rounded individual.
- We endeavour to achieve maximum inclusion of all children focussing on individual progress as the main indicator of success.
- We believe assessment of need (as much as it is possible) and carefully considered support, which address the root causes of any learning difficulty, are essential ingredients of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and a "special educational need". For example, some children in our school may be underachieving but will not necessarily have an identified special

educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up.

- We recognise the learning trajectory for some children is different to that of the expected age related trajectory needed to keep in line with National standards. Whilst the cognitive need may be undiagnosed, the widening gap means that SEN provision must be planned for. We make every effort to narrow the gap.
- We know some children will have a diagnosed special educational need and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to achieve and attain in line with their peers.
- We recognise a Special Educational Need might be an explanation for delayed or slower progress but is not an excuse and we make every effort to narrow the gap in attainment.
- We do not consider English as an Additional Language (EAL) as a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for learners.
- Aldborough believes in an holistic approach to very able/talented pupils.
- We strive to create successful partnerships with parents.
- We endeavour to provide inclusive support (which may be out of class support) through the creative use of funds from the school's devolved budget, including additional teaching support and/or Education Support Staff. Aldborough believes in vulnerable children having the support of teachers as well as support staff.
- If a child's need is such that it takes away the right of others to learn, we will endeavour to work with the family, other schools and the authority towards a positive outcome for the child.
- Admission to Aldborough is dealt with by the LA and therefore vulnerable learners (for whom this policy is aimed at) will be admitted under the same criteria as any other child applying for a school place. Advice will be sought if the resources to address the need are considered to be at the detriment of other children.
- We believe a growing independence and individual progress is key for all children.

Legislation and Guidance

This policy and information report 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 pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Roles and Responsibilities

The SENCO, Mrs Alison Read (Head Teacher) will:

- Work with the SEN governor to determine the strategic development of the SEN 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 pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor, Dr Andy Mills, will:

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

The Head Teacher, Mrs Alison Read (SENCO), will:

- Take overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions (with governors) and operational decisions which will maximise their opportunity to learn;
- Seek specialist advice and expertise in relation to assessment and support of individual pupils. This will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements;
- Work with the SEND governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

****As SENDCo and the Designated Teacher for Looked after Children, the Head Teacher retains full responsibility for all learners and their outcomes. However, in 2016 the governing body approved a strategy whereby the services of a 'bought in' SENDCo, from an Aylsham Cluster school, to assist the Head Teacher in the ongoing implementation of this policy. Additionally a Teaching Assistant was given additional 'ad hoc' overtime to liaise between the classroom staff, 'bought in' SENDCo and the Head Teacher, possibly reporting regularly to the head and the governor with responsibility for SEN for the ongoing effectiveness of this Inclusion Policy. This assistant is commonly known as the SENDCo assistant and receives cpd from the Aylsham Cluster Funds.**

Class Teachers are responsible for:

- Provision of quality first teaching, with differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- Effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Liaising with the SENCO to identify which pupils require additional support because of a special educational need. Some of these pupils may require advice/support from outside professionals and therefore, a Learning Plan to address a special educational need should be set up;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- The progress and development of every pupil in their class;
- COVID 19: In the event of Remote Learning provision being put into place due to self-isolation and/or bubble closure, activities will be provided that are accessible for pupils with SEND. Support will be provided to facilitate access and inclusion.
- Ensuring they follow this SEND policy.

SEN Information report

The school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate/severe/profound and multiple learning difficulties.

Early Identification of Children's Needs

The Class Teacher, support staff, Head Teacher/SENCO and parents all have a part to play in the early identification of children in need of differentiated and/or additional learning strategies. It is the teacher's responsibility to identify next steps and to plan for learning opportunities to give the best possible outcomes for all children. This will include monitoring/tracking individual children's 'progress' over time (academic or physical or emotional etc). Where there is a growing concern that despite support outcomes are not improving, teachers must investigate further.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The following may support this process:

- Termly Pupil Progress Meetings between the **Class Teachers, Head Teacher, the SENCO** for all children for whom there is a growing concern/need;
- Class-based formative and summative assessment;
- The analysis of data including entry profiles, Foundation Stage Profile scores, EAL Language assessments, reading ages, other whole-school pupil progress data;
- Meeting and following up parental concerns/information;

- Liaison with feeder nurseries/schools on transfer;
- Undertaking, when necessary, a more in depth individual assessment - this may include observations, use of a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language;
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Consulting and involving pupils and parents/carers

Early discussions with the pupils and their parents/carers will take place when identifying whether a pupil requires special educational provision. These conversations will make sure that:

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

We will notify parents when it is decided that a pupil will receive SEN support.

Provision for Vulnerable Learners

Nationally, provision for some pupils may be offered up to the age of 25. It is therefore important if the SEND need is great, that this policy is read within the wider context of the School's Local Offer and also that of Norfolk County Council, (see school website for links).

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND with adaptations made to ensure that all pupils' needs are met. All learners are to have appropriately differentiated access to quality first teaching (see DDA compliance and Single Equality Policy).

The following adaptations may be made:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

All learners are to have appropriately differentiated access to quality first teaching (see DDA compliance and Single Equality Policy). Some vulnerable learners will have access to provision over and above the normal differentiation of class teaching.

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- The Class Teacher will work with the SENCO to carry out a clear analysis of the pupil's needs drawing:
 - on the teacher's assessment and experience with the pupil;
 - their previous progress and attainment and behaviour;
 - other teachers' assessments, where relevant;
 - their individual development in comparison to their peers and national data;
 - the views and experiences of parents/carers;
 - the pupil's own views;
 - advice from external support services, where relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- The Head Teacher *may* request that a graduated approach with a four part cycle of assess, plan, do, review (APDR) be put into place. Records of APDR plans will be available on PUBLIC to record the main interventions and outcomes. **See Appendix 1 APDR Plans**
- Intervention for pupils with SEND needs will be identified and tracked at classroom level. Records need to be coherent enough to be able to review progress and to share this orally with parents/carers.
- The SENCO will also have continuous records as a result of Termly pupil progress meetings with classroom staff.
- Where a pupil is in receipt of an Education Health and Care Plan, recording outcomes of provision for the objectives stated on the plan is a necessary requirement for statutory reviews. An IEP may be the best form of record. **See Appendix 2 EHCP**
- Learners, including those receiving additional SEND support from the school's devolved budget and/or Pupil Premium grants or in receipt of High Needs funding devolved to Clusters from LA, may access up to 3x 45 mins (approx.) weekly teaching support where it is considered that a more intensive programme is required. This is more appropriate for KS1 learners.

Our belief is that all provision should children enable children to make independent progress. This may or may not enable them to attain the expected standard but the intention is always to narrow the gap.

Monitoring and Evaluation for Vulnerable Learners

The class teacher, Support Staff, Head Teacher, SENCO and parents and the vulnerable learner all have a part to play re Monitoring and Evaluating the **effectiveness** of provision.

The following may be useful:

- Class-based formative and summative assessment

- Outcomes recorded at Pupil Progress Meetings between the **Classroom Staff** the **SENDCo** and **SENDCo Assistant every term**
- Ongoing assessment of progress made by teachers or support staff leading intervention groups.
- Work sampling - books of vulnerable learners are retained.
- Pupil interviews to discuss their wishes and feelings.
- Repeated classroom observations by the HT/SENDCo, class teachers and/or external agencies.
- Gathered information from parents/carers
- The analysis of data including Foundation Stage Profile scores, EAL Language assessments, reading ages, other whole-school pupil progress data.(NB it is not always possible to monitor quantitatively using the whole school system (Pupil Asset).
- Review Meetings eg for an Education Health and Care Plan or Personal Education Plan (PEP)
- Attendance records and liaison with Attendance Officer
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the register but will be on the school's radar via termly meetings. If the gap gets too wide the child will go on register as an identified SEN.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers by:

- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- working effectively with all other agencies supporting children and their parents
- agreeing areas for development for those not making expected progress and involving parents in monitoring progress
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- COVID 19: providing support and close communication with parents/carers of pupils with SEND so that they feel supported and provided with tools to support their child's Remote Learning should self-isolation and/or bubble closure take place.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in evaluating their progress. We endeavour to fully involve all pupils by encouraging them to:

- tell us their views about their learning
- identify what might make learning easier for them
- recognise their success
- contribute via wishes and feelings

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next school. Pupils with Education Health and Care Plans will have transition arrangements discussed at plan review meetings convened by the plan coordinator in the year BEFORE transition ie Yr5.
- Pupils and parents will be encouraged to consider all options for the next stage of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- COVID 19: In the event of self-isolation and/or bubble closure opportunities for online/remote transition arrangements will be put into place in collaboration with the receiving school.

Inclusion of pupils with English as an Additional Language (EAL)

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents.

Definition - A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Aldborough believes language acquisition for learners with EAL is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Additional support will be given to improve acquisition of English.

The following provision can be expected:

- Initial assessment of EAL
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. This may mean the child will be working with children of average ability in the first instance.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching and teaching assistant support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Gaps in the curriculum will be addressed at the time of teaching as part of differentiation. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Provision and Progress of EAL pupils will be recorded and monitored for effectiveness as part of teacher records and in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.
- The routine and prolonged withdrawal from mainstream of children with (EAL) is not recognised as good practice and will not feature in our school.

Parental Support - we recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school. Where parents do not speak English, we endeavour to communicate effectively.

Inclusion of pupils who are looked after in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children;
- There are commonly understood reasons (Social Exclusion Unit Reports) why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Early neglect/unmet needs, emotional, mental, physical
 - Attachment issues
 - Separation and loss
 - Trauma

This school will fulfil its statutory obligations to have a designated teacher for looked after children. Currently it is the head teacher. She takes responsibility for:

- Monitoring the progress of children, to ensure that they have the best life chances possible;
- Ensuring that children have access to the appropriate network of support both in and out of school;
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
- Ensuring information is transferred between agencies and individuals at appropriate times;
- Preparing a report on the child's educational progress which will contribute towards the statutory review, (chaired by the Independent Reviewing Officer);
- Discussing feedback from the statutory review with social workers and, where necessary, the carers and a member of the Virtual School team;
- Liaising with the child's social worker to ensure that there is effective communication at all times;
- Celebrating the child's successes with parents and acknowledging the progress they are making;
- Delegating the task of using LAC funding to the class teacher for resources that may support the progress and development of the child.

Our school will work closely with the county's Virtual School (VS) for Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are Very Able and/or Talented

Our school recognises the term 'very able' in relation to children who have very well-developed learning skills and a broad range of achievement at a very high level. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able child may be identified in our relatively small school via both children and adults in the school but we may only really identify very able children once they are in KS2. A talent may be more readily identified early in a child's schooling.

Within the school day very able and talented children will access differentiated activities to enable them to make progress and succeed. Success will be celebrated. Breadth as well as depth will be planned for. Occasionally children may work with an older cohort for specific learning eg Group Reading. With mixed age classes it is easier to accommodate very able and talented children.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical, performance art and some specialist teaching and partnership projects with primary and the secondary schools in our cluster.

The schools will work with any children who, whilst showing a talent or very able, may not have such well-developed social and emotional attributes.eg through social stories etc

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by Head Teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Appendix 1

Our approach to separate planning

We recognise Individual Educational Plans (IEPs) are no longer prescribed in the SEN Code of Practice 2014, replaced by an 'Assess Plan Do Review' Plan' (APDR). Our approach to an ADPR Plan **when** used is:

- They will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. They will be accessible via Public Server.
- ADPR Plans will be based on informed assessment and may include the input of outside agencies.

- ADPR Plans will state what the learner is going to learn – not what the teacher is going to teach - and will be clear about what the pupil should be able to do at the end of the given period.
- Areas for learning, recorded on an ADPR Plan may be arrived at through discussion, wherever possible, with parents/carers and pupil.
- Outcomes will be described on the ADPR Plan at least termly.
- The ADPR Plans are **essential evidence** of the cycles of intervention accessed when applying for an EHCP. For some pupils having a Learning Plan is a sensible approach to logging the journey to a possible EHCP. Having a PUPIL PROFILE front sheet would be useful too.

Appendix 2

Statement of Special Educational Needs or Education Health and Care Plan

- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance.

Appendix 3

SENCO Qualification

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- Mrs Alison Read, SENCO, gained the SEND Award in 2019.

Appendix 4

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Cluster for additional Funding.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Historic Policy changes:

Review Date	Changes Made
April 2016	Created and agreed with DHT
September 2016	Changes in organisation of text and incorporation of the new arrangements re SEND Co for 2016 2017
Summer 2017	Removed 'repeated' phrases identified by SEN Gov.