

ST DOMINIC'S GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

including EHCP and EAL arrangements | 2026-27

OUR COMMITMENT To identify barriers early, provide high-quality and adaptive teaching, secure appropriate support and enable every pupil from EYFS to Sixth Form to belong, participate, stay safe and achieve well from their starting points.

Document control	Details
Policy owner	Headmaster
Operational lead	SENCo
Safeguarding lead	DSL
Responsible body	Proprietor, advised and overseen by the Governing Body
Applies to	All pupils and prospective pupils, EYFS to Sixth Form
Effective date	1 September 2026
Annual review	By 31 August 2027, or earlier if requirements change
Publication	School website; accessible formats available on request

Inspiring growth in mind, body and spirit

Contents

- 1. Purpose and scope
- 2. Legal and inspection framework
- 3. Definitions and important distinctions
- 4. Aims and principles
- 5. Leadership, roles and accountability
- 6. Admissions and disclosure
- 7. Identification and assessment
- 8. Graduated approach: assess, plan, do, review
- 9. SEND support plans and provision
- 10. EYFS arrangements
- 11. EHCP assessment, admission and review
- 12. Disability and reasonable adjustments
- 13. EAL provision
- 14. Curriculum, assessment and examinations
- 15. Attendance, behaviour and mental health
- 16. Safeguarding and welfare
- 17. Wider participation, trips and physical access
- 18. Transition, Sixth Form and preparation for adulthood
- 19. External professionals and alternative provision
- 20. Records, confidentiality and information sharing
- 21. Funding and charging
- 22. Monitoring, evaluation and governance
- 23. Concerns and complaints
- Appendix A: Operational graduated-response pathway
- Appendix B: SEND support-plan template
- Appendix C: Annual governance assurance
- Appendix D: References and linked policies

DOCUMENT BOUNDARY EAL is included because the School needs a coordinated support framework, but difficulty caused solely by learning English is not SEN. High attainment, giftedness, disadvantage, attendance, medical need or being looked after may affect provision but do not by themselves establish SEN.

1. Purpose and scope

This policy sets out St Dominic's Grammar School's arrangements for identifying and meeting special educational needs and disabilities (SEND), supporting pupils with Education, Health and Care Plans (EHCPs), and meeting the language-learning needs of pupils who use English as an additional language (EAL). It applies across EYFS, Prep, Senior School and Sixth Form, including admissions, lessons, assessments, co-curricular activities, trips, remote education and any alternative provision commissioned by the School.

The policy establishes a whole-school graduated approach. It does not promise that every specialist provision can be delivered within the School. Decisions are individual, evidence-based, taken in consultation with pupils and parents, and subject to the Equality Act 2010, contractual arrangements and any applicable EHCP duties.

2. Legal and inspection framework

The School has regard to the current framework in England, including:

- Children and Families Act 2014, Part 3, and Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice: 0 to 25 years, updated September 2024;
- Equality Act 2010, including disability discrimination and reasonable-adjustment duties;
- Education (Independent School Standards) Regulations 2014 and DfE guidance updated April 2026;
- Keeping Children Safe in Education 2026, effective 1 September 2026;
- Working Together to Safeguard Children 2026;
- Early Years Foundation Stage statutory framework in force from September 2025;
- Data Protection Act 2018 and UK GDPR;
- current statutory attendance guidance, where applicable, and the School Attendance (Pupil Registration) (England) Regulations 2024;
- current JCQ regulations and awarding-body rules for access arrangements; and
- the current ISI inspection framework and handbook.

The SEND reform programme announced in 2026 is not treated as though proposed future arrangements are already law. This policy will be amended when enacted provisions or replacement statutory guidance take effect.

3. Definitions and important distinctions

3.1 Special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision. For a child aged two or over, this means provision additional to or different from that made generally for others of the same age. A pupil may have needs across more than one of the four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

3.2 Disability

A person is disabled under the Equality Act 2010 if a physical or mental impairment has a substantial and long-term adverse effect on normal day-to-day activities. A pupil may be disabled without having SEN, and may have SEN without being disabled. The reasonable-adjustment duty applies whether or not a pupil is on the SEND register or has an EHCP.

3.3 EAL and other factors

A pupil must not be identified as having SEN solely because the language used at home is different from the language of instruction. Assessment of a multilingual learner must distinguish language acquisition from an underlying learning need. Slow progress may also reflect attendance, interrupted education, disadvantage, trauma, health, safeguarding, teaching or curriculum factors; these must be explored without delaying support.

3.4 Terminology

The School uses “SEND register” for its secure record of pupils identified with SEN and/or disability requiring staff awareness or provision, and “SEND support plan” for a pupil-centred record of needs, outcomes, strategies and review. Inclusion on a register is not a diagnosis and will be reviewed.

4. Aims and principles

- high expectations and ambitious outcomes for every pupil;
- early identification without premature labelling;
- high-quality, adaptive teaching as the first response;
- a pupil-centred graduated approach based on evidence and impact;
- meaningful pupil voice and partnership with parents;
- reasonable adjustments and full participation in school life;
- shared responsibility: every teacher remains responsible for pupils they teach;
- timely multi-agency work where specialist assessment or provision is needed;
- safe, dignified and accessible practice; and
- termly monitoring of provision, progress, participation and wellbeing.

5. Leadership, roles and accountability

Role	Responsibilities
Proprietor	Ensure statutory and Independent School Standards duties are met; provide resources; hold leaders to account; receive assurance about outcomes and safeguarding.
Governing Body	Oversee and challenge strategy and implementation; review termly evidence; assure the Proprietor that provision, reasonable adjustments and improvement actions are effective.
Headmaster	Own the policy; establish an inclusive culture; ensure staffing, training, systems and resources; decide significant admission, placement, funding or risk matters; report to governance.
SENCo	Lead identification and the graduated approach; maintain secure records; advise staff; coordinate plans and reviews; consult pupils/parents; liaise with professionals and local authorities; monitor impact and training.
DSL	Ensure SEND, disability, health and language barriers are reflected in safeguarding systems; provide accessible reporting routes; oversee lawful information sharing and welfare support.
Heads of Section / subject leaders	Ensure curriculum access, consistent implementation, transition and monitoring from EYFS to Sixth Form; address patterns in outcomes, attendance, behaviour or participation.
Class and subject teachers	Remain accountable for progress and development; know starting points; plan adaptive teaching; implement agreed strategies; assess impact; record concerns and communicate with the SENCo.
Teaching assistants / specialists	Work to teacher-led plans; promote independence; provide observations and evidence; maintain confidentiality; avoid creating dependency or substituting for teacher responsibility.
Exams Officer and SENCo	Secure, evidence, trial and implement access arrangements in accordance with normal way of working and current JCQ/awarding-body rules.
All staff	Maintain high expectations, complete training, read relevant pupil information, make agreed adjustments, report emerging barriers and follow safeguarding procedures.

6. Admissions and disclosure

The School does not unlawfully discriminate against a disabled applicant in admission arrangements, assessment, the terms of an offer or refusal of admission. Academic and other published entry criteria may be applied, but the admissions process and assessments will be reasonably adjusted so that disability does not create a substantial disadvantage.

- Parents are asked to provide complete and current information about SEND, disability, health, EAL, previous support, professional involvement and any EHCP as early as possible.
- The School will seek the pupil's views and, with consent, information from previous settings and relevant professionals.
- A pre-entry assessment may consider curriculum access, staffing, environment, medical/personal care, behaviour and safety, transport, communication, examinations and evacuation.
- The School will identify reasonable adjustments, any additional specialist provision, who will fund it, how it will be reviewed, and any conditions essential to safe and effective delivery.
- Non-disclosure does not remove Equality Act duties where the School knew or could reasonably have been expected to know of disability. Deliberate or material non-disclosure may, however, affect the School's ability to plan safely and may be addressed under the parent contract.
- Any proposed refusal, withdrawal or conditional offer based on unmet need must be individual, evidenced, authorised by the Headmaster, reviewed for reasonable adjustments and communicated with reasons. Blanket exclusions by diagnosis are prohibited.

EHCP ADMISSIONS A local authority's process for naming an ordinary independent school differs from that for maintained schools, academies and approved section 41 institutions. St Dominic's will cooperate with consultation, but any placement must be one the School can lawfully and effectively deliver and must have clear agreement about provision and funding.

7. Identification and assessment

Identification draws on multiple sources rather than a single score, diagnosis or threshold. Information may include:

- entry information, previous records and transition meetings;
- teacher assessment, observation, work and response to high-quality teaching;
- EYFS observation and progress against age-appropriate development;
- standardised or diagnostic assessment used by suitably competent staff;
- pupil and parent views, including preferred communication;
- attendance, behaviour, wellbeing, safeguarding and medical information;
- language history and assessment in EAL, including competence across languages where possible; and
- advice from educational psychology, speech and language therapy, occupational therapy, health or other relevant professionals.

Screening is not diagnosis. Staff will use validated tools for their intended purpose, consider cultural and linguistic bias, explain limitations, and obtain consent where appropriate. The SENCo will ensure concerns are considered promptly and that support is not withheld while awaiting diagnosis.

8. Graduated approach: assess, plan, do, review

Stage	Required practice	Minimum record
Assess	Define strengths, need, barrier and baseline; consider teaching, attendance, EAL, health, safeguarding and environment; seek pupil/parent views.	Concern/referral record, baseline and initial evidence.
Plan	Agree intended outcomes, provision, classroom strategies, reasonable adjustments, responsible staff, frequency, success measures and review date.	SEND support plan or recorded classroom plan.
Do	Teacher implements and remains accountable; support staff act under teacher direction; SENCo advises and coordinates; provision is delivered consistently.	Provision delivered, brief implementation notes and work/assessment evidence.
Review	Evaluate progress toward outcomes, quality and fidelity of provision, pupil/parent experience and next steps; continue, amend, intensify, seek specialist advice or cease.	Dated review and decision rationale shared with relevant people.

The cycle will usually be reviewed at least termly for pupils receiving SEND support, and sooner when risk, need or lack of progress requires. Review frequency must be proportionate; urgent welfare or safeguarding needs are acted on immediately.

9. SEND support plans and provision

A SEND support plan is used where provision is additional to or different from ordinary classroom arrangements, or where a concise formal record is needed to achieve consistency. It will include pupil strengths and aspirations, communication, barriers, outcomes, strategies, provision, adjustments, safety links, pupil/parent views and a review date.

Provision may include adaptive instruction, structured literacy or numeracy support, communication strategies, sensory/environmental adjustments, assistive technology, specialist equipment, mentoring, social/emotional support, small-group or individual intervention, timetable adjustment or specialist professional advice. Withdrawal from lessons will be time-limited, purposeful and balanced against curriculum entitlement and belonging.

The pupil remains a full member of the class. Support must build independence. Intervention will not continue merely because it is familiar: leaders will evaluate attendance, fidelity, progress, transfer to classroom learning, wellbeing and pupil experience.

10. EYFS arrangements

In the EYFS, the SENCo works with the Head of EYFS, key persons and parents to identify needs early through sensitive observation, development information and response to support. Staff will use the graduated approach, involve the child in an age-appropriate way, and consider communication, interaction, physical/sensory, cognition and social-emotional development in the context of the whole child.

- Parents will be told promptly when special educational provision is being considered or made.
- Support will be embedded in play, routines and high-quality interaction wherever possible.
- Any required EYFS local-authority notification, inclusion-funding or statutory-assessment process will be followed where applicable.
- Transition to Reception or the next setting will include timely transfer of provision, health and safeguarding information.

11. EHCP assessment, admission and review

11.1 Requesting an EHC needs assessment

A parent, young person aged over 16, or the School may ask the local authority to undertake an EHC needs assessment. The School will discuss the evidence and, where appropriate, support a request. It will provide clear information about needs, progress, graduated support, outcomes, attendance, views and professional advice. The local authority decides whether assessment and a plan are necessary; appeal rights arise against specified local-authority decisions.

11.2 Pupils with an EHCP

- Before admission, the School will review the complete current EHCP and consultation papers and determine whether it can deliver the specified provision safely and effectively.
- Provision, funding, commissioning, transport and professional responsibilities must be agreed in writing with the local authority and parents before placement where necessary.
- The School will use all reasonable endeavours to deliver agreed provision for a pupil it has admitted and will notify the local authority promptly of material barriers or changes.
- The SENCo will coordinate evidence for annual review, seek pupil and parent views, invite required participants, report progress toward outcomes and support preparation for adulthood from Year 9 onward. The local authority remains responsible for amending, maintaining or ceasing the plan.
- Urgent review will be requested where placement, provision, safety or need has materially changed.
- The EHCP informs but does not replace the School's safeguarding, medical, reasonable-adjustment, curriculum and risk-assessment duties.

12. Disability and reasonable adjustments

The School will take reasonable steps to avoid substantial disadvantage caused by disability. Adjustments may involve policies, criteria or practices and auxiliary aids or services. The duty is anticipatory and continuing; it is not dependent on an EHCP, diagnosis or parental request. Reasonable adjustments are provided without charge.

Decisions consider effectiveness, practicability, cost and resources, health and safety, disruption, dignity, confidentiality, the interests of the pupil and others, and whether support is available elsewhere. Safety concerns must be evidence-based rather than assumptions. Significant decisions, refusals and alternatives considered will be recorded and explained.

Longer-term physical access is addressed through the separate Accessibility Policy and Three-Year Plan. Individual arrangements may include ground-floor rooming, accessible information, assistive technology, communication support, adapted routines, seating, rest breaks, accessible assessment or evacuation planning.

13. EAL provision

The School values multilingualism and recognises that proficiency in conversational English can develop more quickly than the academic language needed for the curriculum. EAL support is based on prior education, literacy in other languages, age, curriculum demands and assessed English proficiency.

- Record languages used, educational history, English exposure, literacy and family communication preferences.
- Assess listening, speaking, reading and writing through curriculum-relevant evidence over time.
- Use visuals, modelling, vocabulary teaching, structured talk, accessible texts and opportunities to rehearse language without reducing intellectual challenge.
- Permit home language strategically in EYFS and later phases where it supports understanding, identity and learning.
- Monitor progress and participation and refer to the SENCo when difficulties are persistent, atypical or evident across languages; EAL and SEN may co-exist.
- Provide parents with accessible communication or interpretation where reasonably required for important decisions.

14. Curriculum, assessment and examinations

The curriculum will be broad, balanced and suitable, with adaptations that enable pupils with SEND and EAL to learn the intended knowledge and skills. Teachers will use starting points and assessment to change teaching where necessary while maintaining ambition. Any reduced programme must be exceptional, time-limited, in the pupil's interests, agreed by a senior leader and parent, and reviewed against progression and qualification consequences.

14.1 Examination access arrangements

Access arrangements must remove disadvantage without changing the competence being assessed or providing an unfair advantage. They must reflect the pupil's normal way of working unless regulations permit otherwise, be supported by current evidence, trialled in internal assessment, applied for by deadlines and implemented securely. A diagnosis alone does not automatically establish entitlement. The SENCo and Exams Officer will follow current JCQ and awarding-body requirements.

14.2 Assistive and generative technology

Assistive technology will be taught, maintained and used routinely where agreed. Generative AI may not substitute for the pupil's own work or invalidate an assessment; use must comply with the School's AI, academic-integrity, online-safety and examination rules. Accessibility and privacy are considered when procuring digital tools.

15. Attendance, behaviour and mental health

SEND, disability, health, anxiety, bullying, unmet need and caring responsibilities may affect attendance or behaviour. The School will maintain high expectations while investigating causes, listening to the pupil and considering reasonable adjustments. Behaviour must not automatically be attributed to diagnosis, and disability-related behaviour must be considered before sanctions or exclusion decisions.

- Monitor attendance and punctuality for individual pupils and relevant groups; intervene early and coordinate with parents, the DSL and professionals.
- Use supportive reintegration and reasonable adjustments following absence, illness or mental-health difficulty.
- Avoid part-time timetables except where lawful, short-term, in the pupil's interests, agreed and regularly reviewed; never use them to manage unmet need informally.
- Record the adjustment analysis and alternatives before significant sanctions, suspension or decisions affecting placement.
- Treat mental-health concerns as potential SEND, medical or safeguarding needs according to evidence; staff do not diagnose.

16. Safeguarding and welfare

KCSIE 2026 recognises that children with SEND, disabilities or certain health conditions face additional safeguarding challenges online and offline. Barriers may include assumptions that injury, mood or behaviour arise from a condition; communication difficulty; not recognising abuse; intimate-care needs; isolation; bullying; and greater dependence on adults.

- Staff must maintain professional curiosity and report concerns immediately under the Safeguarding and Child Protection Policy.
- The DSL and SENCo will share relevant information lawfully and ensure safety plans reflect communication, sensory, cognitive, mobility and health needs.

- Reporting routes, relationships/sex education, online-safety teaching and filtering/monitoring responses will be accessible.
- Personal or intimate care requires a clear plan, dignity, appropriate staffing and safeguarding oversight.
- Absence, unexplained change, restraint, repeated injury, peer-on-peer abuse or exploitation must not be dismissed as part of SEND.
- Pupil voice will be sought using suitable communication; lack of verbal disclosure does not remove the duty to act.

17. Wider participation, trips and physical access

Pupils with SEND and EAL are entitled to suitable access to assemblies, worship, clubs, sport, performances, leadership, careers, trips, residentials and social life. Planning will identify barriers early, consult the pupil and parents, explore adjustments and document individual risk. A provider's initial refusal, inconvenience or cost does not by itself justify exclusion.

Physical access, accessible toilets, transport, medication, personal care, sensory needs and evacuation will be addressed through individual plans and the Accessibility Plan. Where upper floors are inaccessible, ground-floor rooming or equivalent arrangements will protect curriculum entitlement. PEEPs will be prepared and practised where required.

18. Transition, Sixth Form and preparation for adulthood

Transition planning applies on admission, between EYFS, Prep, Senior School and Sixth Form, after prolonged absence, when staff/buildings change and on leaving. It may include additional visits, visual information, accessible timetables, staff briefing, equipment trials, a key adult, peer support and transfer of safeguarding, medical, SEND and EAL information.

From Year 9, EHCP reviews and School planning will give increasing attention to preparation for adulthood: ambitious qualifications, careers, higher education, employment, independent living, community participation, health, self-advocacy and supported decision-making. Sixth Form students will be involved directly in decisions, recognising their rights and capacity as young people approaching or over 16.

19. External professionals and alternative provision

The SENCo may coordinate work with educational psychologists, speech and language therapists, occupational therapists, sensory specialists, health services, mental-health services, social care, local-authority teams and voluntary organisations. Advice is considered carefully but does not automatically bind the School unless incorporated into an applicable agreement or plan. Roles, consent, information sharing, funding and review arrangements will be clear.

Where alternative provision is used, the Headmaster retains responsibility for the pupil's education and welfare. The School will conduct safeguarding and suitability checks, define curriculum and outcomes, agree attendance and reporting, share information lawfully, monitor visits and progress, review placement, and ensure SEND, EAL, medical and reasonable-adjustment needs are met.

20. Records, confidentiality and information sharing

SEND records are accurate, factual, dated, secure and proportionate. They may include referrals, assessment, plans, provision, reviews, professional reports, EHCP papers, reasonable-adjustment decisions, pupil/parent views, examination evidence and transition records. Access is limited to those

who need information for their role; staff receive sufficient practical information to teach and safeguard effectively.

Information is shared under data-protection and safeguarding law. Consent will be sought where required, but safeguarding or other lawful duties may require sharing without consent. Records transfer securely and promptly when a pupil moves. Retention follows the School's retention schedule and statutory/claims considerations.

21. Funding and charging

The School funds ordinary teaching and support in accordance with its fees and contractual terms. No charge is made for a reasonable adjustment. Bespoke specialist teaching, therapy, assessment, one-to-one support or equipment beyond what the School is required or has agreed to provide may be funded by the local authority, health service, insurer or parents under a clear written agreement. Cost, scope, provider, review and exit arrangements must be agreed before provision begins, except where urgent safety or safeguarding action is required.

22. Monitoring, evaluation and governance

The SENCo reports at least termly to the Headmaster. The Governing Body reviews a confidential, aggregated dashboard and provides assurance to the Proprietor. Evidence will include:

- numbers and needs by phase, without inappropriate identification;
- progress from starting points and progress toward individual outcomes;
- foundational reading, writing, communication and mathematics gaps;
- attendance, behaviour, exclusions, bullying, safeguarding and wellbeing patterns;
- delivery and impact of interventions and reasonable adjustments;
- curriculum, wider participation and destinations;
- EHCP provision and review timeliness;
- EAL proficiency and progress;
- access-arrangement compliance and examination outcomes;
- pupil and parent voice, complaints and equality incidents; and
- staff training, external provision, resources and improvement actions.

Leaders will look for impact and equity, not simply activity or register size. The policy is reviewed annually and sooner after legal/guidance change, significant incident, inspection finding or evidence that provision is ineffective.

23. Concerns and complaints

Concerns should first be raised with the class/subject teacher, SENCo or Head of Section so they can be addressed promptly. Unresolved concerns follow the School's Complaints Policy, which applies to EYFS. Reasonable adjustments will be made to the complaints process. Safeguarding concerns go directly to the DSL. Complaints about local-authority EHCP decisions use the authority's process and statutory mediation/appeal routes; the School cannot determine those appeals.

Appendix A: Operational graduated-response pathway

Trigger	Immediate response	Escalation / decision	Review evidence
Emerging concern	Teacher records precise barrier, checks teaching/curriculum/attendance/EAL/health/safeguarding, speaks with pupil and parent, and implements targeted classroom strategies.	Refer to SENCo if concern is significant, persistent, complex or affects safety; do not wait for a diagnosis.	Baseline, work, observation, attendance and pupil/parent feedback within agreed short period.
Limited progress despite support	SENCo and teacher assess more fully; agree outcomes, additional/different provision, adjustments, owner and review date.	Add to SEND register/support plan where SEN threshold is met or formal coordination is needed.	At least termly: outcome progress, provision delivered, transfer to class, wellbeing and participation.
Complex or persistent need	Seek specialist advice with consent; coordinate multi-agency work; consider EHC needs assessment evidence.	Headmaster/SENCo decide resource and placement implications; local authority decides statutory assessment.	Integrated evidence, professional advice, pupil/parent views and costed provision.
EHCP pupil	Map specified outcomes/provision to timetable and staff responsibilities; confirm funding; communicate safety and adjustment information.	Request early review where need, safety, provision or placement changes materially.	Provision log, outcome evidence, annual-review report and LA decision.
Support no longer needed	Review evidence with pupil, parent and teacher; plan step-down and ordinary classroom strategies.	Remove from active SEND support/register where appropriate; retain lawful record and monitor.	Sustained progress and access without additional/different provision.

Appendix B: SEND support-plan template

Field	Record
Pupil / year group / date	
Strengths, interests and aspirations	
Pupil voice and preferred communication	
Parent views	
Primary and associated needs / EAL context	
Barrier and baseline evidence	
Intended outcomes	
High-quality teaching and classroom strategies	
Additional/different provision: frequency, duration, group and provider	
Reasonable adjustments / auxiliary aids	

Field	Record
Safeguarding, medical, attendance, behaviour or PEEP links	
Examination access / assistive technology	
Named lead and staff to be informed	
Start and review dates	
Impact evidence and provision delivered	
Review decision and rationale	

Appendix C: Annual governance assurance

- ☐ Policy and linked procedures reflect current law, KCSIE 2026 and the Independent School Standards.
- ☐ The SENCo has sufficient authority, time, training, systems and access to leadership.
- ☐ Termly evidence demonstrates a genuine assess-plan-do-review cycle and evaluates impact.
- ☐ Pupils with SEND/EAL achieve and participate suitably from their starting points; gaps are addressed promptly.
- ☐ Admissions and significant placement decisions evidence consultation and reasonable-adjustment analysis.
- ☐ EHCP provision, funding and annual-review responsibilities are clear and monitored.
- ☐ Safeguarding systems and pupil reporting routes are accessible and address KCSIE barriers.
- ☐ Attendance, behaviour, exclusions, bullying and alternative provision are reviewed for SEND/disability patterns.
- ☐ Examination access arrangements are compliant, evidence-based and normal way of working.
- ☐ Pupil and parent voice, complaints, incidents and training inform improvement.
- ☐ The Proprietor has provided appropriate resources and acted on material risk.
- ☐ The approved current policy is published and accessible.

Appendix D: References and linked policies

D1. Core references

- Children and Families Act 2014, Part 3: <https://www.legislation.gov.uk/ukpga/2014/6/part/3>
- SEND Code of Practice: 0 to 25 years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Independent School Standards guidance: <https://www.gov.uk/government/publications/regulating-independent-schools>
- Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- EYFS statutory framework: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- ISI inspection framework: <https://www.isi.net/inspection-explained/inspection-framework/interactive-version/>

D2. Linked School policies and records

- Admissions Policy
- Accessibility Policy and Three-Year Plan
- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Curriculum Policy
- Behaviour and Anti-Bullying policies
- Attendance and Punctuality Policy
- Supporting Pupils with Medical Conditions / First Aid policies
- Educational Visits Policy
- Examinations Policy
- Online Safety, Data Protection and Acceptable Use Policy
- Alternative Provision procedures
- Complaints Policy
- Staff Code of Conduct
- individual PEEPs, support plans, provision maps and retention schedule

Approval

Approval	Name / date
Headmaster	Peter McNabb __21-8-2026__
Chair of Governing Body	____Sir Mike Griffiths 31-8-2026__