

St Anne (Stanley) C of E Primary School



SEND Information Report 2025-2026

Date finalised: September 2025

Date to be reviewed: September 2026

This SEND Information Report is set within the context of Schedule I Regulation 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010.

Our school context

Number of pupils on roll:	Pupils registered as having SEND:	% of SEND pupils:
376	76	20.2

SEND percentages according to primary need:

Cognition and Learning	Communication and Interaction	Physical and/or Sensory	Social, Emotional and Mental Health
17 pupils (22%)	40 pupils (53%)	3 pupils (4%)	16 pupils (21%)

Our SEND Staff

SENCO: Mrs Eve Stokes

SEN Governor: Mrs M. Winder

Contact: e.stokes@st-annesstanley.liverpool.sch.uk

Dedicated SENCo time: Tuesday- Friday

Local Offer Contribution: <http://liverpool.gov.uk/localoffer>

Our approach as a school

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs.

Cognition and learning	including general and/or specific learning difficulties, for example, dyslexia
Communication and Interaction	for example, autism, speech and language difficulties
Social, Emotional and Mental Health	for example, attention deficit hyperactivity disorder (ADHD), attachment, anxiety
Sensory and Physical	for example, visual impairments, hearing impairments, sensory processing difficulties

Identifying pupils with SEN and assessing their needs

All pupils are individuals and have different areas of strengths and need. Teachers make regular assessment of progress for all pupils to identify where additional support may be needed. This could be slow progress when compared to their peers, or against their own start points. As well as academic progress, we monitor each pupil's readiness to learn and interaction with others. Sometimes a pupil may be finding something difficult but with a short intervention, this can be rectified. Where they are finding something difficult on a more sustained basis, we will look to explore what their specific barrier to learning could be.

We use the graduated approach response to SEND and discuss with parents/carers any step which their child may be on.

1. Step 1 is where we have an initial concern which may require some small adjustments of support.
2. Step 2- If the adjustments in place haven't supported the pupil as well as expected, more targeted support is agreed upon and communicated with parents/carers. We capture these adjustments on a provision map to ensure we know what is in place. Children at this stage are added to our SEND monitoring list.
3. Step 3- If following specific intervention, we feel that progress has been slow or unsuccessful, we may consider asking for advice from an external professional. Children at this stage are added to the SEND Support register. Teachers will create a SEN support plan to identify specific targets in place, incorporating the advice from the external professional who has been supporting the pupil, where applicable. This is done in communication with parents/carers.
4. Step 4- when despite, sustained targeted intervention, we are not managing to reduce the barrier(s) to the pupil's learning, we consider whether a request for statutory assessment to the Local Authority would be beneficial. This is a complete assessment which identifies a pupil's needs and the provision which should be in place to meet them.

Following the needs assessment, the Local Authority decide whether they will issue an Education, Health and Care Plan for the pupil.

Consulting and Involving pupils and parents/carers

We will have an early discussion with the **pupil and their parents/carers** if we feel that a pupil needs additional support which may be special educational provision.

Discussions will focus on strengths and interests as well as differences that may require additional support and will be held at an age/stage appropriate level using scaffolded questions and visuals where these are helpful. Depending on the agreed next steps, a provision map will be created to detail support (step 2, 3 and 4) a SEN Support Plan is created (Step 3 and 4 of the graduated response) which is co-produced with the pupil, parent(s)/carer(s) and school.

SEN Support Plans identify the pupil's strengths, things they may find difficult and how they like to be supported. They also capture the pupil's strengths and area of need as well as having specific targets for the pupil and how these will be achieved.

In some cases, for example, where a pupil has a diagnosed need but doesn't require any support additional to or different from their peers, a SEND Aware Plan will be created which identifies the pupil's strengths, and how they like to be supported.

We will also discuss ways in which the pupil can be supported at home. If external professionals are supporting a pupil, parents/carers will be invited in to meet them, where this is appropriate. There will usually be notes of visit or a report following advice from an external professional which parents/carers will also receive. Parental consent is always gained before involving and external professional to work with an individual pupil.

If we feel that a statutory assessment is required, we will discuss the process with parents/carers. If it is agreed to request assessment, this can be completed by a school or a parent/carer.

[I need support with an education health care plan \(EHCP\) - Liverpool City Council](#)

Parents/carers will receive a letter from the SENCo each term to update the status of their child's SEND needs. Parent/carers of children on the SEND Support register will be invited to a SEND Planning meeting at the beginning of each term to discuss and agree on the contents of the SEN Support Plan and to review progress from previous plans. This is also an opportunity for teachers and parents/carers to discuss any outside agency involvement or recent/upcoming appointments. Parents/carers will also be updated in parents' evenings and the child's end of year annual report.

Additionally, parents/carers can make an appointment to speak with individual members of staff, In the first instance, we suggest parents/carers speak with their child's class teacher, or, should more specific information be

required, they make an appointment with our SENCo, a member of our pastoral team or senior leadership team. Notes of discussion are added to the pupil's file.

Through these processes, we ensure that everyone has a good understanding of the pupil's strengths and areas of difference, all views and concerns are taken into account and everyone is clear on the agreed next steps and outcomes with specific timeframes.

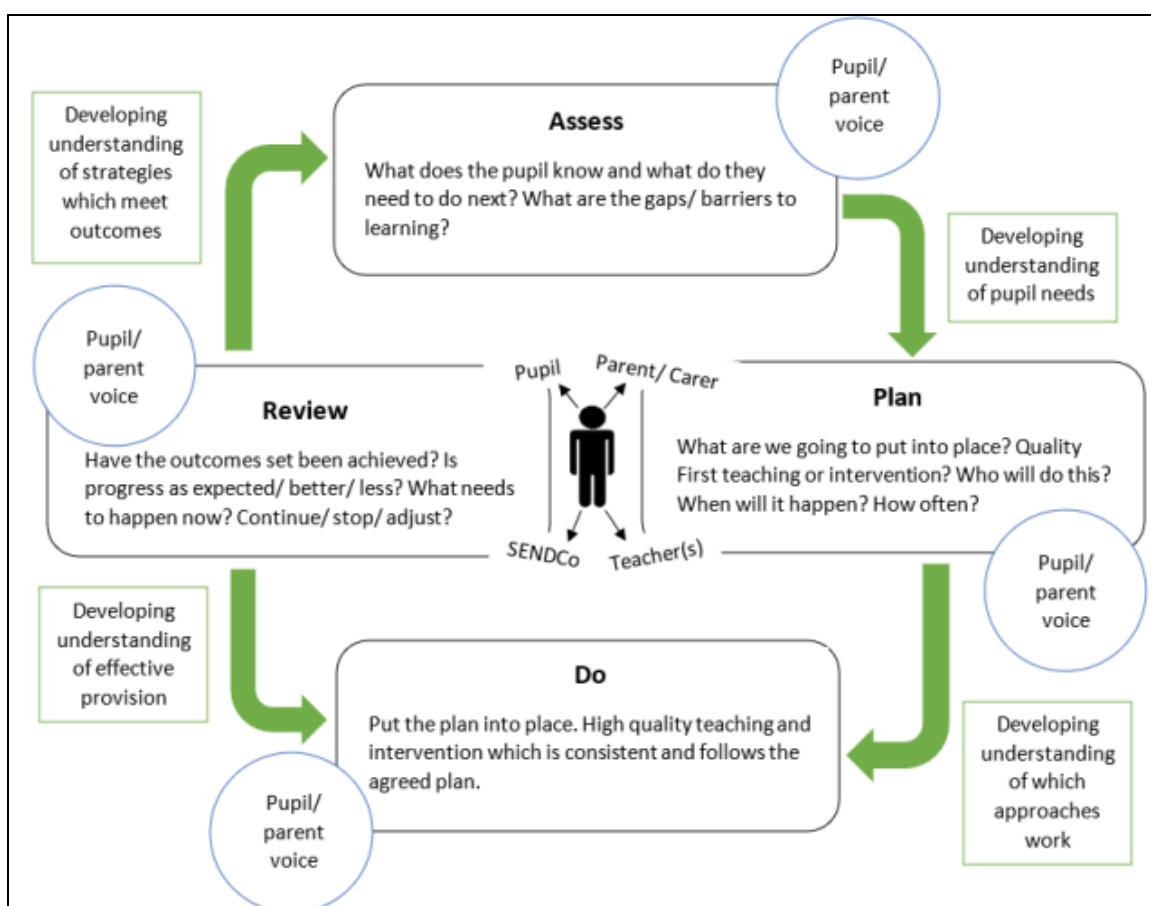
Communication with home can be via face to face meetings, online meetings, phone calls or emails. For some pupils, a communication book may be relevant, although this is usually only where a pupil has an EHCP which identifies difficulties with communication. We seek to communicate in the preferred way for both the pupil and parent/carer wherever possible.

Assessing and reviewing pupil's progress towards outcomes

Within each step of the graduated response, we use an ongoing cycle of assessment. We **assess** the pupils starting point so we can analyse the pupil's needs and identify any barriers to learning. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and/or learning behaviours
- Other professional assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The pupil's own views
- The views and experiences of parents/carers
- Advice from external support services, if relevant

Following assessment, we then **plan** what we are going to put in place. The provision is then implemented- **do**. Outcomes set will have clear success criteria and a time frame for when they are expected to be met. Following these steps, a **review** is completed to ascertain the success of the provision in place. The review then informs any further assessment which is needed and the cycle continues again- assess, plan, do review (ADPR).



Each ADPR cycle normally lasts for about 12 weeks (1 full term). In line with this, we would usually meet with parents/carers at least 3 times a year to review and update targets. There may also be additional meetings if anything needs to be changed. Pupils and parents/carers are involved in reviewing how they think the cycle has gone, identifying successes and next steps.

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

Supporting pupils on admission and for transition

All pupils with an EHC plan, where the school is named as an appropriate provision, will be allocated a place. A full consideration process between the school, Local Authority, parent/carers and pupils (where appropriate) will be completed. The school will be clear on whether they are able to meet all of the provision in the EHC plan to support the parent/carers and Local Authority to determine whether placement is suitable.

For pupils starting the school with an EHCP plan or SEN, the school will gather as much information as possible to support a smooth transition. This includes putting into place any reasonable adjustments to support full access to the curriculum.

If a pupil is moving to a new setting, all relevant information will be shared with the school, college, or other setting. All of our records are kept up to date so, when a pupil is transferring between phases or to a new setting, we are able to provide any relevant information with regards to their special educational needs and how this is best supported/ the provision we have in place. We offer transition meetings to ensure key messages can be given to ensure the transition is as smooth as possible for the pupil. If there are external professionals supporting the pupil, we will seek their advice and input, where this is needed, to aid successful transition. If a pupil has particularly complex needs, we may offer to support a phased transition or settling in days. All transition planning is completed with the involvement of the pupil, parents/carers and new setting.

For next phase transfer (moving into Reception, Year 6 to Year 7), we ensure early and timely transition planning to fully prepare the pupil. Where a pupil has an EHC plan, we ensure that the Local Authority know they are leaving our school when this is not part of the usual phase transfer process.

For pupils joining our school, we also offer a carefully planned induction with familiarisation visits. Any SEN information provided for a pupil upon entry to the school will be used to ensure continuity in the provision offered. Induction processes include parent meetings, induction packs, visits and settling-in sessions in school, transition meetings involving external professionals, where appropriate and for transition into our reception classes, setting visits.

We complete any documentation that needs to be in place, for example, health care plan, intimate care plan, risk assessments.

For all transition, whether this is year group to year group or moving to another school, we ensure we provide a robust hand-over which clearly states each pupil's needs and the provision that works well for them. We also include information about strengths, things that every pupil enjoys and possible things to avoid. Pupils, parents/carers and any external professionals supporting a pupil are also encouraged to provide information which helps to support a smooth transition in place.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. This is overseen and monitored by the SENCo. High-quality teaching is provided for all pupils which provides adaptations to support pupils who have a specific need. The curriculum and provision offered is carefully scaffolded to support individual pupils. There are lots of things the teacher can do to support individual needs, for example, modelling what they need to do, allowing for movement or rest breaks, allowing extra time to complete tasks. Our SENCo supports staff with adaptations that can be made with regular updates about different strategies and resources that can be used in the classroom as part of everyday practice. In line with the graduated response (appendix I), if pupils require additional provision to quality first teaching, they receive subject specific intervention provided by our staff. Interventions are often completed in a small group or on an individual basis to allow for more specific focus. Teachers then look for ways to incorporate

the learning that has been completed in the intervention when the pupil is in class to support their transference of the skills they have learnt. Where there is an identified barrier to learning, more targeted intervention will be used to support this need.

Examples of such interventions could be:

- Wellcomm
- NELI
- Precision Teaching for reading and spelling
- Toe by Toe reading intervention
- Write from the Start
- Fresh Start Phonics for KS2
- IDL reading and spelling intervention
- IDL maths intervention
- Nursery Narrative
- Time to Talk
- Socially Speaking
- Drawing and Talking
- Think Brick
- Lego Therapy
- Thrive
- Sensory circuits
- Physiotherapy and/or occupational therapy exercises

Adaptations to the curriculum and learning environment

We take all reasonable steps to ensure that pupils with SEND can access the curriculum and learning environment in line with their peers. We strive for an equitable offer. Some of the adaptations which might be put into place to ensure all pupils' needs are met are:

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

We seek specialist advice where this is needed, for example, when using auxiliary aids, such as, hearing aids and ensure staff are trained appropriately to use these aids effectively.

We also ensure our environment is accessible. Examples we provide include: using contrasting colours for pupils with a visual impairment, hearing loops, clear signage, accessible doorways, accessible toilet facilities. More information can be found in our school's accessibility plan.

Additional support for learning

All our teaching assistants have training in a range of interventions and will support children across the school where needed.

Teaching assistants may support pupils on a 1:1 basis when their special education needs, detailed within their EHC Plan, prevent them from being able to access teaching and learning without direct support. Where 1:1 support is needed, we will always look for opportunities to promote independence for the pupils and adjust support accordingly. In these circumstances, we carefully monitor social inclusion to ensure the pupil does not feel isolated from their peer group. 1:1 support may also be given to facilitate a specific intervention where there is an individual barrier to learning or this high ratio of support is deemed most suitable to deliver the intervention content.

Teaching assistants also support pupils in small groups when all pupils in the group are working on the same outcome. This includes in class learning as well as targeted intervention.

Where external advice and support is needed for a pupil, we work closely with the supporting agency to ensure their recommendations are incorporated into the provision made available for the pupil. This includes, but is not limited to, the Speech and Language Service, Physiotherapy, Occupational Therapy, CAMHS, Educational Psychologists and specialist teachers.

Specific Literacy Difficulties (Dyslexia)

All our classrooms are set up to be dyslexia friendly. This provides access for pupils to strategies and resources which may be helpful if they are having any literacy difficulties. This includes resources and strategies, such as, visual aids, sentence stem prompts, adjustments to copying from the board, memory support resources e.g. key words.

If a pupil is demonstrating difficulties with literacy which are not being supported by the usual classroom adjustments in place, we will then support further with Literacy intervention to help the pupil to 'catch-up'. Following this, if progress for an individual child remains slow, particularly in reading, writing and/ or spelling, we will provide more specific intervention, such as, precision teaching, pre or post teaching, learning journals with specific topic related information e.g. specific vocabulary and its meaning or model sentences. Should we continue to feel that further exploration is needed, we will complete a Dyslexia screener which, alongside indicating the likelihood of dyslexia, will provide a breakdown of specific areas a pupil may require further support with. This could be areas such as, memory, sequencing and/ or phonic knowledge. Once identified, we will then provide intervention to support the specific areas identified.

We believe that the most important factor is understanding what is causing the difficulty the pupil is experiencing and then putting into place the intervention and provision which is needed. Therefore, we do not commission diagnostic assessments for dyslexia but we will happily incorporate any

information provided through a dyslexia report if this is sought privately by parents/carers.

Parents/carers will be contacted should more than classroom adjustments be felt to be needed. We actively encourage parental support at home as well at school and, if a SEN Support Plan is written to detail the targets and support in place, this will be co-produced by the pupil, parents/carers and school staff.

Expertise and training of staff

Our SENCo has 10 years' experience in this role and is also the Senior Mental Health Support Lead of the School. They are given 4 days a week to manage SEN provision.

We have a team teaching and pastoral assistants, including higher level teaching assistants (HLTAs) who are trained to deliver and support SEN provision.

In the last academic year, staff have been trained in; Thrive, PACE approach, emotion coaching and growth mindset. We have staff who have had training for specific interventions for Drawing and Talking, Brick Therapy, Lego Therapy and Thrive Practitioners.

Additionally, we complete whole staff SEND training throughout the year to ensure that staff are up to date and well-equipped to support all pupils. If a pupil has a specific need which requires additional training, we arrange for this to take place.

Our SENCo also completes on-going professional development and is part of the SENCo partnership team. This allows for them to be able to gain further knowledge and skills which can then be disseminated to all staff.

Securing equipment and facilities

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 Local Authority for funding from the High Needs Funding Team. Specialised equipment and expertise in relation to its use will be purchased/ hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Where specific equipment is recommended for a pupil by a health professional e.g. Occupational Therapist, Physiotherapist, we will work with

the NHS service provider to ensure we have access to this and that it is regularly reviewed to ensure it remains appropriate.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their outcomes each term – 3 times a year (usually in September, January and May). There will be a 'check-in' review after 6 weeks to see if the intervention remains appropriate. If changes are needed these are made at this time. If impact is being made and no adjustments are needed, a full review will take place at approximately 12 weeks (termly).
- Reviewing the impact of interventions. The timing of review will depend on the intervention being completed, however, a review will be made at least at 6 weeks to ascertain the impact being made and whether adjustments are needed.
- Using pupil questionnaires
- Monitoring by the SENCo and senior leadership team
- Using provision maps to measure the impact of the provision/ progress being made by each pupil and per provision
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Our aim is to ensure that there are no barriers to pupils with SEN participating and enjoying the same activities as other pupils in our school. Ways in which achieve this are:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in everyday school activities, such as, sports day, school plays, specialist workshops.
- No pupil is ever excluded from taking part in activities because of their SEN or disability.

For some activities and trips, there may need to be specific adjustments to ensure the safety of the pupil. This may include seeking parental support for these activities and trips.

No child will be refused admission to school on the basis of their Special Educational Need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy for our school, as agreed with the Local Authority).

All reasonable steps are taken to ensure that disabled pupils can access the curriculum offer in line with their peers. We provide, or ensure access to, auxiliary aids such as hearing aids and seek specialist advice where this is needed to ensure all adjustments are in place to enable the pupil to succeed.

Appropriate staff training is provided so that adjustments are effectively used and monitored.

We ensure our facilities help disabled pupils access the school, for example, using contrasting colours for pupils with a visual impairment, hearing loops, disabled access doorways, disabled toilet facilities, accessing specialist equipment as needed.

Support for improving emotional and social development

We strongly believe that wellbeing is pivotal to how well a pupil can succeed with learning. We provide robust PSHE teaching alongside myHappymind sessions which work in partnership to teach tools and skills for all pupils to develop their own well-being tool kit. We also have a clear focus on building resilience which is incorporated as part of this curriculum.

Our school ethos and Christian values keep inclusion at the heart of everything we do and recognises the importance of emotional and social development as a tool to be able to fully access learning.

Our pastoral team offer support when a more targeted approach is needed. The team consists of Mrs Scott, Miss Bristow and Mrs Ellison. The pastoral team make strong relationships with the pupils, allowing them both time and space to help calm, reflect and, if appropriate, discuss how a restorative activity may help. They are also well placed to lead on specific social and emotional interventions if this is felt to be suitable for the pupil.

We also provide opportunities and support for pupils to improve their emotional and social development in the following ways:

- We have a school council, which pupils are actively encouraged to join, to capture pupil voice. The council members seek the views of their peers to feedback into meetings.
- We use myHappymind to provide additional support with self-regulation to further support pupils' emotional and social development
- Peer support is highly encouraged
- We complete pupil questionnaires so that we can analyse the responses in order to decide on any changes which may be needed.

We know that peer relationships and, more specifically bullying, has a detrimental effect on pupils' emotional and social development. **We have a zero-tolerance approach to bullying.**

We ensure pupils are clear about what constitutes bullying and what they should do if they are being bullied. Anti-bullying strategies are interwoven into our curriculum as well as explicitly taught in class and through assemblies and anti-bullying activities. Each pupil is encouraged to identify key adults who they feel confident to talk to. Identified staff can then complete regular check-ins with pupils. We also work in close partnership with the school nursing team and Mental Health Support Team (MHST) who also provide additional advice and intervention to support wellbeing.

Working with other agencies

We maintain close links with all supporting agencies and support services to ensure we are meeting pupil's SEN and are also supporting their families. These close links ensure that the provision made available for the pupil is current and relevant and, therefore, has good impact.

When a pupil joins our school, we ascertain whether there are any external agencies supporting them and make contact to ensure good communication; this is usually through our SENCo. If we feel that further support is needed from a new agency in regard to a pupil's special educational needs, we will make appropriate referrals, in discussion with parents/carers.

Agencies we have regular contact with are (please note that this is an evolving list):

- Family Help (formally Early Help Team)
- CAMHS
- Educational Psychologist Service
- SENISS
- Sensory Service
- Family Support Team
- Community Paediatrics
- Speech and Language
- Neurodevelopmental Team at Alder Hey
- Mental Health Support Team
- Outreach support teams
- Together Trust

In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with Special Educational Needs in our school. For pupils with Education, Health and Care Plans, we comply with requests from independent facilitators to provide information and co-operate fully with other agencies.

We also liaise with voluntary bodies, often at the request of parents/carers, in order to be as familiar as possible with best practice when the Special Educational Needs of a pupil are very specific.

Contact details of support services for parents/carers of pupils with SEN

We work with a variety of support services to support our pupils with SEN. The service providers work with parents/carers and pupils as well as the school. We will speak with parents/carers about why we feel it would be

beneficial for the pupil to involve a particular service and will either make the referral or, support the parent/carer to do so, where this is appropriate.

Contact details can be shared, where appropriate, with parents/carers when a service becomes involved with the pupil.

Complaints about SEN provision

If a pupil or parent/carer has any concern relating to SEN provision, we encourage them to talk to the class teacher as soon as possible. Where an issue cannot be resolved in this way, an appointment will be made with the SENCo, Mrs Stokes. Parents/carers can also speak with members of the pastoral team, senior leadership team or Head teacher.

Staff are usually available usually at the end of the day for quick, catch-up communication. Depending on the communication that is required, we may also call or e-mail you (depending on your preferred method of communication) or arrange a time that we can meet in person or on-line.

If school staff are unable to resolve the matter, parents/carers will be signposted to the school's complaints procedure.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Arrangements for supporting pupils who are looked after by the Local Authority and have SEN

Pupils who are in care of the Local Authority have the same rights as all pupils in our school, however, we recognise that they may have additional needs due to previous life experience, such as: attachment difficulties, early neglect, separation and loss, trauma and multiple placement moves. These barriers can affect both educational outcomes and personal, social and emotional development.

Additional barriers, such as placement instability, extended time out of a school setting, unmet needs (emotional, mental and physical) can all have an impact on the progress of a pupil who is in the care of the Local Authority. We therefore ensure we work closely with the pupils' carer, social worker and

the virtual school to ensure that the provision being made available is suitable and meets their needs.

Our designated teacher for children in care is: Mrs Lovell.

The responsibilities of our designated teacher include:

- Monitoring the progress of pupils who are in care of the Local Authority to ensure that they have the best life chances possible and access to the full range of opportunities and provision in school
- Ensuring that the pupils who are in care of the Local Authority have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed (six weeks after a pupil has come into care, at 3 months, and 6 monthly intervals thereafter)
- Ensuring that information concerning the education of pupils who are in care of the Local Authority is transferred between agencies and individuals
- Preparing a report on the pupil's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the pupil's social worker to ensure that there is effective communication at all times
- Celebrating the pupil's successes and acknowledge the progress they are making.

Our school works closely with Liverpool's Virtual School which promotes the educational needs of Children in Care and monitors admissions, PEP completion, attendance & exclusions. We also work with other Local Authorities for pupils with whom they hold responsibility for.

The Local Authority, Local Offer

Our local authority local offer is published here:

[SEND local offer - Liverpool City Council](#)

Attendance

Pupils with SEND may face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, we recognise that they may need additional support. Our approach to supporting

pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details of the pastoral support we offer pupils with SEND, see our safeguarding and child protection policy.

In preparing this report we have included staff, parents/carers and children through discussion and sharing information.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Assessment Policy
- Teaching and Learning Policy
- Complaints Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body September 2025