SEND and Inclusion Policy

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Table of Contents

1. Aims and application 3

2. Legislation and guidance 3

3. Key definitions 4

4. Ethos and values 5

4.1 Equality and reasonable adjustments 5

4.2 Pupil and family partnership 6

5.1 Assess 7

5.2 Plan 7

5.3 Do 7

5.4 Review 8

5.5 Reviewing needs before formal behaviour responses 8

6.1 EHC reviews 9

6.2 Transition and preparing for adulthood 10

7. Roles and responsibilities 10

7.1 School SEND governor 10

7.2 Headteacher 11

7.3 SENCO 11

7.4 Teachers and support staff 12

7.5 SEND oversight in alternative provision 12

8. Safeguarding pupils with SEND 13

9. Attendance behaviour and safe participation 14

10. Complaints and records 15

11. School information and accessibility 15

12. Monitoring training and review 15

Appendix A Rights and inclusion principles 17

Five principles of inclusion 17

Appendix C Statutory references and guidance 19

Appendix C Statutory references continued 20

S17 Arranging Alternative Provision 20

1. Aims and application

This policy applies to Educate Together Academy Trust schools in England and their school based early years provision where applicable. The Department for Education (DfE) guidance considered here is England guidance. Different arrangements apply in Wales, Scotland and Northern Ireland.

We will remove barriers to learning and participation, identify needs early, support positive outcomes and make clear who is responsible for provision for pupils with special educational needs and disabilities (SEND). Every teacher is responsible for the progress and development of every pupil in their class.

This policy sets the minimum standard across the Trust. Each school's SEN information report explains its actual provision, contacts and local arrangements. A report complements this policy and does not replace delivery of statutory duties. Read both alongside the accessibility plan, safeguarding, medical conditions, admissions, attendance, behaviour, restrictive interventions, equality, complaints and data protection policies.

2. Legislation and guidance

The Trust will comply with the Children and Families Act 2014, Part 3, including the relevant duties in sections 66 to 69; the Special Educational Needs and Disability Regulations 2014 as amended, including the 2024 SENCO qualification amendments; and the Equality Act 2010, including reasonable adjustments, the public sector equality duty and accessibility planning. We will have regard to the statutory SEND Code of Practice 0 to 25 years, January 2015. This is the current published revision of the Code. [S1 to S4]

We will apply the statutory safeguarding guidance Keeping Children Safe in Education 2026 (KCSIE), the current statutory attendance guidance, the July 2026 exclusion guidance and the applicable recording and reporting legislation for force, restraint and seclusion. Medical conditions and early years duties apply where relevant. Sources and their status are recorded in Appendix C. [S5 to S10]

In this policy "must" identifies a legal duty. "Will" states a Trust commitment, including practices adopted to implement statutory guidance. Guidance recommendations do not all create separate legal duties; the Trust must have regard to the Code and other applicable statutory guidance.

3. Key definitions

A child has special educational needs (SEN) if a learning difficulty or disability calls for special educational provision. For a child of compulsory school age, this means significantly greater difficulty learning than most others of the same age, or a disability that prevents or hinders use of facilities generally available to peers in mainstream schools. The Children and Families Act also makes provision for children below compulsory school age. [S1, S2]

Special educational provision is education or training additional to or different from that generally made for others of the same age in mainstream education. For children under two it means educational provision of any kind. SEN support is school provision through the graduated approach; an education, health and care (EHC) plan is a statutory plan maintained by the local authority. [S1, S2]

Disability under the Equality Act means a physical or mental impairment with a substantial and long term adverse effect on normal day to day activities, subject to the Act's provisions. SEN and disability overlap, but a disabled pupil may not have SEN and a pupil with SEN may not be disabled. Reasonable adjustments are considered even without SEN registration or an EHC plan. [S4]

The four broad areas are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. A pupil may have needs across several areas. Assessment identifies the support needed rather than fitting the pupil into one category. [S1]

English as an additional language alone is not SEN. Low attainment, difficult behaviour, disadvantage, medical needs or bereavement do not automatically mean SEN; they may prompt assessment or other support. High attainment does not rule out SEN. Support will be based on assessed needs and will not be delayed pending a diagnosis. [S1]

4. Ethos and values

Educate Together's four principles remain the foundation of our work: equity based, child centred, aspirational and collaborative. We want every child to access the curriculum, make progress, achieve, feel safe, belong, participate in school life and thrive. We value neurodiversity and adapt environments and teaching while recognising individual disabilities and needs for specialist provision.



We seek a holistic education with high aspirations. Equitable support responds to individual barriers and may include adjustments, equipment, communication support or expert intervention. We celebrate different forms of achievement and promote an environment and curriculum that challenge stereotypes.

We also respond to barriers affecting pupils with additional language needs, medical conditions, disadvantage, a need for additional challenge, involvement with children's social care or difficulties such as bereavement. We may use assess plan do review for those needs while distinguishing this wider support from SEN identification and statutory SEN support.

4.1 Equality and reasonable adjustments

The Trust must not unlawfully discriminate, harass or victimise. We will anticipate barriers for disabled pupils, assess reasonable adjustments and provide auxiliary aids and services where required, with no charge to families for adjustments. Adjustments may concern communication, teaching materials, assessment, sensory environments, uniform, behaviour procedures, trips or participation. Decisions and review dates will be recorded. [S4]

Each school must prepare and implement an accessibility plan covering curriculum participation, improvements to the physical environment and accessible information. Physical alterations fall under planning duties rather than the school reasonable adjustment duty for physical features. The headteacher will resource and review the plan, with oversight through the Trust's scheme of delegation. [S4, S11]

Admissions must be lawful and accessible. Pupils with SEN who do not have an EHC plan will be considered under the ordinary admissions arrangements without unlawful discrimination. A school named in a final EHC plan must admit the child. Schools will plan adjustments and support for clubs, trips, play and other activities so pupils with SEND can participate alongside peers, subject to individual needs and lawful safety decisions. [S1, S2, S4]

4.2 Pupil and family partnership

We will involve pupils and parents or carers in assessment, planning, review and transitions. Staff will provide accessible information, interpretation or communication support where needed, seek the child's views in a form they can use, and record how those views influence decisions. We encourage pupils to identify next steps and review their own progress without making them responsible for securing provision.

The Trust retains the UNCRC rights and the Rees and Newmark five principles of inclusion as values guiding practice, set out in Appendix A. These do not replace the statutory framework.

5. Early identification and graduated support

Schools will use teacher assessment, development and attainment information, observation, pupil and parent views and relevant professional advice to identify needs early. The class teacher will work with the SENCO to consider teaching quality, attendance, language acquisition, wellbeing and disability. Concerns will lead to timely support; a fixed number of failed interventions is not a prerequisite for specialist help.

The school must use its best endeavours to secure the special educational provision called for by a pupil's SEN. When special educational provision is made because a pupil has SEN, the school must inform the parent. The SENCO will maintain an accurate SEN record, explain the reason for identification and involve the family in any change to SEN support status. [S1, S2]

5.1 Assess

The teacher and SENCO will establish strengths, needs and barriers, using current evidence and relevant advice. They will distinguish additional needs from SEN, identify any disability adjustments, and agree a starting point against which progress and provision can be evaluated.

5.2 Plan

In consultation with the pupil and family, the teacher and SENCO will record outcomes, support and adjustments, who will deliver them, frequency or duration where relevant, and a review date. Relevant staff will know the plan. School plans are practical records of provision and do not amend an EHC plan or reduce its specified provision.

5.3 Do

The class teacher remains responsible for the pupil's teaching and progress when support takes place away from the class. Teachers will link interventions to classroom learning, work with support staff and check delivery. The SENCO will support staff with assessment, problem solving and specialist advice.

5.4 Review

The teacher and SENCO will review delivery, progress towards outcomes and the views of pupil and family by the agreed date. The school will offer at least three SEN support meetings with parents each year, normally once a term, and provide a record of agreed outcomes, actions and responsibilities. More frequent reviews will be arranged where needs require them. An annual written progress report is also required. [S1]

Support will be adjusted in response to evidence. Where progress remains limited despite relevant support, or needs are complex or urgent, the SENCO will seek specialist involvement and consider an EHC needs assessment with the family. The school will explain referrals, obtain consent where appropriate and apply lawful information sharing. Necessary school support continues while advice, assessment or funding decisions are pending.

5.5 Reviewing needs before formal behaviour responses

Where behaviour causes concern, the teacher and SENCO will consider whether the child's needs have been fully identified, including any previously unrecognised SEN, disability, communication, sensory or mental health needs. They will seek the child's and family's views and relevant specialist advice.

Before a suspension or permanent exclusion is considered, the headteacher, with the SENCO, will review whether provision and reasonable adjustments have been implemented consistently and are effective, and whether further assessment or changes are needed. Provisional support and adjustments put in place while assessment or advice is pending will also be reviewed; support will not await a diagnosis.

The review will consider whether unmet needs or disability contributed to the behaviour and whether the proposed response is lawful, fair and proportionate. Findings, actions, responsibilities and review dates will be recorded. Where appropriate, the school will seek specialist advice, an EHC needs assessment or an early EHC plan review. This does not prevent lawful, proportionate action to protect safety or displace the statutory exclusion process. [S1, S4, S7]

6. Statutory assessment and provision

A parent can request an EHC needs assessment directly from the local authority; the school can also request one. School agreement, a diagnosis or a set period on SEN support is not a legal prerequisite. The SENCO will provide evidence of needs, provision and outcomes, explain the process and signpost independent advice. The local authority decides whether assessment is necessary. [S1, S2]

The local authority must normally decide whether to assess within six weeks of the request and issue any final EHC plan within 20 weeks, subject to the statutory exceptions. School advice requested for assessment must be supplied within the applicable six week period. The SENCO will track requests and escalate delays without suggesting that these local authority deadlines are school approval deadlines. [S1, S3]

The local authority is responsible for securing the special educational provision specified in Section F of an EHC plan. The headteacher and SENCO will organise delivery of the school's provision, track it against the plan and notify the local authority promptly of gaps, with the family informed. Resource pressures or proposed reforms do not permit informal reduction of specified provision. The Trust retains its own best endeavours duty. [S2]

6.1 EHC reviews

The local authority must review an EHC plan at least every 12 months. The school must cooperate and will convene a meeting where required by the authority. The SENCO will track due dates, outcomes and follow up actions. For children under five, the authority should consider reviews at least every three to six months. [S1, S3]

Stage when the school convenes the review	Responsibility and timing
Invite the required participants	School invites the family, relevant school, local authority, health and social care representatives with at least two weeks' notice; includes the child appropriately.
Gather and circulate advice	School seeks advice and circulates the information to those invited at least two weeks before the meeting.
Report the review	School sends its report to everyone invited within two weeks of the meeting, including recommendations and differences of view.
Decide what happens to the plan	Local authority notifies its decision to maintain, amend or cease within four weeks of the meeting. School follows up delays.

6.2 Transition and preparing for adulthood

Schools will plan supported entry, movement between classes and phases, and transfer to another setting with the pupil, family and receiving staff. They will share relevant records securely and lawfully. For EHC phase transfers the local authority must complete review and amendment by 15 February in the year of transfer, except secondary to post 16, where 31 March applies. If older pupils are on roll, reviews from Year 9 onwards must address preparing for adulthood. [S1, S3]

7. Roles and responsibilities

Trustees retain accountability for the Trust's duties. They will approve or delegate approval of this policy through the scheme of delegation, scrutinise school implementation, resource provision and training, and monitor outcomes and inequality. Delegation to an Education Committee or school governor does not remove Trustee accountability. The CEO will oversee implementation, escalate risks and report to the Education Committee and Board.

7.1 School SEND governor

The governor responsible for SEND will raise awareness, meet the headteacher and SENCO, monitor provision and its impact and report through the school's governance arrangements. The role provides scrutiny and challenge within delegated authority; it does not manage individual provision or investigate a complaint outside the complaints procedure.

7.2 Headteacher

The headteacher has overall responsibility for school provision and pupil progress, deployment of staff and resources, reasonable adjustments, statutory reporting and implementation of this policy. They will ensure the SENCO has sufficient time, administrative support and resources, and that staff understand and can deliver agreed provision. Budget allocations will be planned around needs; delays in additional funding must not suspend necessary action.

7.3 SENCO

Each mainstream school must designate an appropriately qualified teacher as SENCO. The Trust will check eligibility under the Regulations and maintain evidence of appointment dates and qualifications. From 1 September 2024 the SENCO NPQ is the mandatory qualification for those required to qualify, to be completed within three years of appointment. Those who already hold NASENCO do not need the NPQ; the pre September 2009 exemption and transitional rules apply where evidenced. An eligible NASENCO course begun before September 2024 must be completed within three years of appointment and by 31 August 2027. Other NPQs and commercial CPD certificates do not substitute for the mandatory qualification. [S3, S12]

The SENCO will coordinate day to day operation of this policy and specific provision, including EHC plans; advise teachers on graduated support; advise on budgets and deployment; maintain records; liaise with families, early years providers, receiving settings and external professionals; and act as the local authority contact. They will work with the designated teacher for looked after pupils and with the DSL, support school equality duties, contribute to staff development and keep the school SEN information report current.

7.4 Teachers and support staff

Teachers will plan high quality adaptive teaching, assess needs, lead pupil plans and reviews and evaluate interventions with support staff. All staff will follow the policy, know relevant adjustments, promote neurodiversity and report provision or safeguarding concerns promptly. Teaching assistants support teacher planned provision and pupil independence; responsibility for teaching is not delegated to them.

7.5 SEND oversight in alternative provision

Where a school commissions alternative provision (AP), the headteacher retains responsibility for oversight of its suitability, education and safeguarding. Placement elsewhere does not transfer the school's SEND responsibilities. The SENCO will coordinate SEND support with the provider, family and relevant professionals. Where the local authority commissions AP for a pupil remaining on the school's roll, the school will agree and record its continuing role with the authority. [S1, S5, S7, S17]

Before placement, the school will check that the provider can meet the child's needs and deliver agreed support and reasonable adjustments. It will share relevant assessments, SEN support plans, EHC plans and safeguarding information securely. A written placement plan will identify outcomes, provision, named staff, attendance reporting, review dates and reintegration or transition arrangements. The local authority retains its duty to secure Section F provision; gaps will be escalated promptly.

The headteacher will ensure regular contact with the provider and child, prompt follow-up of absence and formal reviews at least half-termly, or sooner where concerns arise. Reviews will involve the SENCO, provider, pupil and family and, where appropriate, the local authority. They will check actual delivery of SEND provision and adjustments, progress, wellbeing, attendance and continuing suitability.

A named school leader or SENCO will visit at the start of the placement and at least once each half-term while it continues, with additional visits according to risk and need. Visits will include speaking with the child and checking provision in practice. Findings,

actions, owners and deadlines will be recorded. Concerns will be escalated to the headteacher, DSL and local authority as appropriate, with prompt action to secure suitable support. Placement outcomes and unresolved gaps will be reported through Trust monitoring.

8. Safeguarding pupils with SEND

Staff must follow the school child protection policy and KCSIE 2026. All staff, including those who do not work directly with children, must read Part One in full; the overview is a supplementary reference. The headteacher and DSL will record completion and check understanding. [S5]

Staff will recognise that pupils with SEND or certain health conditions can face additional barriers to disclosing abuse and may be especially vulnerable to bullying, isolation and online harm. Behaviour, injury or mood changes must not be assumed to result from SEND. Staff will provide accessible routes for pupils to report concerns, take disclosures seriously and refer immediately to the DSL under the safeguarding procedure. The DSL and SENCO will liaise closely about safeguarding reports involving pupils with SEND. [S5]

The headteacher will coordinate SEND support with medical conditions arrangements, individual healthcare plans where appropriate, staff training and safe intimate care. Medical needs and SEN are distinct but may overlap. Safeguarding information will be shared lawfully without allowing uncertainty over consent to prevent necessary protection. [S5, S10]

9. Attendance behaviour and safe participation

Schools will identify attendance barriers early, listen to pupils and families, coordinate the SENCO, attendance lead and DSL, make reasonable adjustments and review support. SEND does not automatically justify absence, penalties or reduced education. Decisions must consider the pupil's circumstances and statutory attendance guidance. [S6]

A temporary part time timetable for a compulsory school age pupil will be used only in very exceptional circumstances in the pupil's best interests. It must not be used to manage behaviour, cope with insufficient staff or become a long term solution. The headteacher will agree it with the parent, record the rationale, safeguarding assessment, arrangements for education, regular reviews and a clear end date towards full time attendance. For an EHC plan pupil, the school will discuss it with the local authority so provision remains appropriate. Attendance will be coded accurately. [S6]

Behaviour responses will follow the needs and adjustments review in section 5.5. Only the headteacher may suspend or permanently exclude, following the statutory process. Informal exclusion, including sending a pupil home to 'cool off', is unlawful. Where SEND provision is failing or exclusion risk emerges, the school will involve specialists and, for EHC pupils, liaise with the authority and consider an early review. [S7]

Any off site direction or alternative provision must follow current legal requirements, with safe and suitable education, appropriate SEND provision and continued school oversight. For permanent exclusion, parents may request a SEN expert at an independent review whether or not the school has identified SEN; the Trust must arrange this at no cost to them. [S5, S7]

Schools will emphasise prevention and de escalation and follow the April 2026 restrictive intervention guidance and applicable law. Reasonable force must never be punishment. Significant force incidents, and seclusion and non force restraint within the legal definitions, must be recorded and reported as required. Headteachers will ensure the linked policy addresses reporting exceptions, review and support after incidents. Trustees will scrutinise patterns affecting pupils with SEND. [S8]

10. Complaints and records

Families should raise provision concerns with the class teacher or SENCO, then the headteacher, without this preventing use of the formal Trust complaints procedure. Each school's SEN information report must give the SEND complaints arrangements and a link or accessible copy of that procedure. The procedure must meet academy complaints requirements and offer accessible routes and reasonable adjustments. [S11]

The school will explain that a school provision complaint is different from an appeal about a local authority EHC decision. Families will be signposted to the local SEND Information Advice and Support Service (SENDIASS), the local authority's disagreement resolution and mediation arrangements, and the First tier Tribunal SEND where applicable. A disability discrimination claim about a school may also be made to the Tribunal. The Trust process does not remove external rights or pause their time limits. [S1, S13]

The SENCO and headteacher will maintain accurate, secure records of needs, plans, decisions, adjustments, delivery and reviews under UK GDPR and the Data Protection Act 2018 as amended. Access is limited to those who need information for their role. Families will receive clear information about sharing, retention and access rights. Transfers and safeguarding sharing will use appropriate lawful bases; parental consent is not the only possible basis. [S5, S14]

11. School information and accessibility

Every school must publish its SEN information report, covering the prescribed information and disability arrangements. We will review it annually, update material changes promptly and publish the SENCO's name and contact details for each mainstream academy. Appendix B is the minimum content check. Local provision and contact details must be accurate and accessible; a Trust policy is not a substitute for the school report. [S3, S11]

12. Monitoring training and review

Headteachers will report to the Trust at least termly on delivery and pupil outcomes, attainment and progress, attendance, suspensions and exclusions, restrictive interventions, participation, pupil and parent views, complaints, overdue reviews and provision gaps. The CEO will escalate non delivery and statutory deadline risks

immediately. Trustees will use this evidence to challenge improvement and resource decisions, with proportionate protection of pupil identities.

Schools will maintain a needs led staff development plan covering adaptive teaching, areas of SEND, communication, reasonable adjustments, safeguarding and relevant specialist provision. Induction and continuing training will be evaluated through staff practice and pupil outcomes. Leaders will consider DfE funded training and the phased local Experts at Hand offer; that offer supplements existing support and must not replace EHC provision. [S9, S15]

The CEO will monitor reform commencement and bring material policy changes for approval. Consultation proposals for Individual Support Plans, Specialist Provision Packages and revised national standards are not treated here as replacement statutory duties. Existing SEN support and EHC rights remain operative until lawfully changed. [S16]

Appendix A Rights and inclusion principles

We uphold rights respecting education. The following paraphrases of UNCRC articles guide our ethos and practice alongside the statutory duties set out in this policy.

UNCRC article	Right reflected in Trust practice
2	Every child enjoys rights without discrimination.
4	Governments act to make children's rights effective.
12	Children express views on matters affecting them and have those views taken seriously.
13	Children seek and share information and express ideas within lawful limits.
14	Children have freedom of thought, conscience and religion, subject to others' rights.
19	Children are protected from violence, abuse and neglect.
23	Disabled children receive support for dignity, independence and participation.
27	Children have an adequate standard of living for their development.
28	Children have a right to education and school discipline that respects dignity.
29	Education develops abilities and respect for rights, families and cultures.
30	Children enjoy their own culture, religion and language.
31	Children have opportunities for rest, play and cultural participation.
39	Children harmed by abuse or neglect receive support for recovery.

Five principles of inclusion

We use the five principles of inclusion developed by Tom Rees and Ben Newmark in 2023. The explanations below describe their application in our schools.

Principle	Application
Dignity not deficit	Respect difference and disability, with high expectations.
Greater complexity merits greater expertise	Provide expert support where needs demand it.
Different but not apart	Enable children with different needs to learn and grow together.
Success in all its forms	Recognise varied achievements and participation.
Action at all levels	Everyone has a role in improving inclusion.

Reference: Rees and Newmark (2023), Five principles of inclusion, Confederation of School Trusts and Ambition Institute.

Appendix B School SEN information report check

Each headteacher and SENCO will check actual school information against Schedule 1 to the SEND Regulations and the DfE academy publication guidance. Tick only after the content is published and verified. [S3, S11]

Check	Required school information
01	Kinds of SEN for which the school makes provision.
02	Identification and assessment arrangements, including the named SENCO and contact details in mainstream schools.
03	Consultation with parents and their involvement in the child's education.
04	Consultation with pupils and their involvement in decisions.
05	Assessment and review of progress towards outcomes, including involvement of parents and pupils.
06	Support for movement between phases and preparation for adulthood where relevant.
07	Approach to teaching pupils with SEN.
08	Adaptations to the curriculum and learning environment.
09	Staff expertise and training and how specialist expertise is secured.
10	Evaluation of the effectiveness of provision.
11	How pupils with SEN engage in activities with pupils without SEN.
12	Support for emotional and social development, including listening to pupils and preventing bullying.
13	How the school involves other bodies, including health, social care, local authority and voluntary services.
14	Arrangements for handling parents' complaints about SEN provision.
15	Contact details of support services for parents, including local SENDIASS.
16	The local authority Local Offer and where it is published.
17	Arrangements for admission of disabled pupils.
18	Steps taken to prevent disabled pupils being treated less favourably.
19	Facilities provided to assist access by disabled pupils.
20	The school accessibility plan for curriculum, physical access and accessible information.

Include practical local detail on the support available, equipment and facilities and how provision is organised. Describe arrangements truthfully and avoid promises that the school cannot deliver. Provide a dated review record and accessible formats. The headteacher remains responsible for confirming publication and prompt updates.

Appendix C Statutory references and guidance

This policy is informed by the legislation and guidance below. References were checked against available official guidance on 8 October 2026. The CEO will monitor changes and arrange an earlier policy review where necessary. Legal duties take precedence over school procedures.

S1 SEND Code of Practice January 2015

Statutory guidance; current publication checked. Chapters 5, 6 and 9.

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

S2 Children and Families Act 2014 Part 3

Law; sections 20, 21, 38, 42, 43 and 66 to 69 underpin duties.

https://www.legislation.gov.uk/ukpga/2014/6/part/3

S3 SEND Regulations 2014 as amended

Law; EHC review, SENCO requirements and Schedule 1 reporting.

https://www.legislation.gov.uk/uksi/2014/1530/contents

S4 Equality Act 2010 and DfE disability rights guidance

Law and official guidance; equality, adjustments and accessibility.

https://www.gov.uk/rights-disabled-person/education-rights

S5 Keeping Children Safe in Education 2026

Statutory guidance; in force 1 September 2026; Part One and paragraphs 249 to 251.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

S6 Working together to improve school attendance

Statutory guidance from 19 August 2024; current publication checked.

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

S7 Suspension and permanent exclusion July 2026

Statutory guidance; effective 26 July 2026.

https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

S8 Restrictive interventions including reasonable force April 2026

Mixed status: statutory force recording guidance and wider advice; legal duties for recording and reporting force, restraint and seclusion.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

S9 Experts at Hand parent guidance June 2026

Official delivery guidance; phased local launch from September 2026, additional to existing provision.

https://www.gov.uk/government/publications/supporting-send-reform-developing-the-experts-at-hand-offer/experts-at-hand-what-parents-of-children-and-young-people-with-special-educational-needs-need-to-know

Appendix C Statutory references continued

S10 Supporting pupils at school with medical conditions

Statutory guidance; read with healthcare and early years arrangements.

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

S11 What academies and further education colleges must or should publish online

DfE publication requirements and recommendations; SEN report section checked.

https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

S12 Mandatory qualification for SENCOs

DfE explanation of qualification regulations, exemptions and transition.

https://www.gov.uk/government/publications/mandatory-qualification-for-sencos

S13 Disability discrimination claims SEND4

Official Tribunal guide published March 2026; separates discrimination claims from EHC appeals.

https://www.gov.uk/government/publications/a-guide-for-how-to-claim-for-disability-discrimination-send4

S14 UK GDPR and Data Protection Act 2018 as amended

Legal framework for records; read with Trust data protection arrangements.

https://www.legislation.gov.uk/ukpga/2018/12/contents

S15 SEND and inclusion in house training topics

Official guidance published 24 September 2026, after 1 September. Included for current implementation planning, not as a duty already effective on 1 September.

https://www.gov.uk/government/publications/send-training-for-schools-guide-to-materials

S16 SEND reform putting children and young people first

February 2026 consultation proposals; not a replacement statutory Code.

https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first

S17 Arranging Alternative Provision

DfE guidance, February 2025: commissioning, SEND suitability, safeguarding, placement oversight and regular review. See section 7.5.
https://www.gov.uk/government/publications/alternative-provision