

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

SEND Policy

About this Policy

This policy is written in line with the requirements of the:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Academy's – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Academy's Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The Academy Information (England) (Amendment) Regulations 2012
- SI 2013 758 The Academy Information (England) (Amendment) Regulations 2013

This document should be read in conjunction with the following policies which are all available on the Academy or Trust websites:

- Behaviour and Anti-Bullying
- Learning and Teaching
- Safeguarding and Child Protection
- Brook Learning Trust Complaints Procedure
- Brook Learning Trust Equality Policy

Definition of Special Educational Needs or Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream Academy's or mainstream post-16 institutions.

SEN Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

SEN Code of Practice (2015, p 16)

1) Aims of our Provision for Pupils with Special Educational Needs and/or Disability

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are Special Educational Needs (SEN) and Disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her*
 - *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age***
 - *Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

3) The kinds of Special Educational Needs (SEN) for which Provision is made at the School

(Schedule 1: point 1)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

- Before making the decision to name our school in a child's EHCP, the local authority will send the Principal a copy of the EHCP and then consider the comments of the Principal and the Chair of Academy Council very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget)
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our School know if Children need extra help?

SE7 1 Q1) (Schedule 1: Point 2)

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress
- Observation of the pupil indicates that they have additional needs.

5) What should Parents do if they think their Child may have Special Educational Needs?

(SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning or inclusion they should discuss these initially with the child's teacher/subject teacher/tutor. This may result in a referral to the school SENCo
- Parents may also contact the SENCo directly if they feel this is more appropriate
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the School support a Child with SEND?

(SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. Classroom observation by the senior leadership team, the SENCo, external verifiers
 2. Ongoing assessment of progress made by pupils with SEND
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided
 6. Attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum
- All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and, if appropriate, with the pupils themselves
- Additional action to increase the rate of progress will be then identified and recorded, to include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments
- Action relating to SEN support will follow an 'Assess, Plan, Do and Review' model:

1. **Assess:** data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes

2. **Plan:** if review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will Pupils be involved in decisions regarding Provision that can better meet their needs?

(Schedule 1: Point 8)

This school uses pupil centred profiles for students with more complex needs. These are completed by the pupils themselves alongside the SENCo and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupils' views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the Curriculum be matched to each Child's Needs?

(SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists

- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) What Additional Support is available to Pupils with Special Educational Needs?

(Schedule 1: Point 3)

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Academies should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered SEN Code of Practice (2015, 6.37).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the Academy employs some additional teaching approaches, as advised by internal and external assessments such as mentoring, small group literacy and numeracy support, additional support for examinations, pastoral support and intervention and 1-1 support in class. These are delivered by additional staff employed through the funding provided to the Academy as 'notional SEN funding'.

10) How will Parents know how their Child is doing?

(SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings
- Parents may also find the students' planner a useful tool to use to communicate with school staff on a more regular basis
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01322 623100.

11) How will Parents be helped to support their Child's Learning?

(SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It can be found at: <http://www.theebbsfleetacademy.kent.sch.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

12) How will the School evaluate the Effectiveness of the SEN Provision made for Pupils?

(Schedule 1: Point 3)

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with Academy Councillors and the CEO of the Trust, and will be judged by external moderators such as Ofsted.

13) What Support will there be for Children's overall well-being?

(SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Councillor with responsibility for this area
- Small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

14) Pupils with Medical Needs (Statutory duty under the Children and Families Act)

(SE7 5)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupils themselves
- Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school nurse as being competent
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school's Supporting Students with Medical Needs Policy

15) What Specialist Services are available at the School?

(SE7 Q6)

The school has access to a range of specialist support that are identified in (6) above.

16) What Training do the Staff supporting Children and Young People with SEND undertake?

(SE7 Q7) (Schedule 1: Point 5)

In the last three years, school staff have received a range of training at three levels: awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to the SENCo on:

- Attendance at the termly SENCo Update

Specialist training has been provided to the SENCo on:

- The SEN Coordination award
- The school has regular visits from SEN specialist teachers who provide advice to staff as to how to support the success and progress of individual pupils

17) How will my Child be included in activities outside the Classroom including School Trips?

(SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity

18) How Accessible is the School Environment?

(SE7 Q9) (Schedule 1: Point 3) (See the Accessibility Plan for details)

The building and its surroundings have many adaptations to ensure accessibility including:

- Disabled parking spaces marked and located next to the school reception
- All steps edged to ensure they are easier for those with visual impairments to negotiate
- Ramp access to the field and astro turf alongside the steps
- Disabled toilets available on every floor and each corridor
- A lift to allow staff/students with mobility issues to access the building
- Appropriate colour schemes during recent refurbishment and installation of window blinds to benefit pupils with visual impairments
- Height adjustable desks in a number of classrooms
- Height adjustable sinks in relevant locations around the building

19) How will the School prepare/support my Child when joining or transferring to a new School?

(SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include

On entry:

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The SENCo meets with the primary school SENCo and all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry
- The previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns

Transition to the next School, preparation for Adulthood and Independent Living

(Schedule 1: Point 12)

After school:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 published at <http://preview.tinyurl.com/mn5muuo>
This protocol places a duty on schools to secure independent careers guidance for all Year 8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages, published at: <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options (including The Ebbsfleet Academy Sixth Form) and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood including employment, independent living and participation in society.

20) How are the School's Resources allocated and matched to Children's Special Educational Needs?

(SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit

2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation
 - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT eg read aloud software, different recording strategies, additional time etc)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 3. Out of class support (relationship building, social, emotional skill development)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 7. Partnership working with other settings (shared resources eg a Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc)
 8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardo's, Relate) and community sources (eg youth and church groups, local businesses)
 11. Implementation of strategies from support agencies eg Behaviour Support/Educational Welfare Support

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team

21) How is the Decision made as to how much Support each Child will receive?

(SE7 12) (Schedule 1: Point 7)

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent/s who will follow guidance provided by the CEO and approved by the Academy Council regarding SEN Funding deployment
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review

22) How will I be involved in Discussions about and Planning for my Child's Education?

(SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member
- During parents' evenings
- Meetings with support and external agencies

23) Who can I contact for Further Information or if I have any Concerns?

(SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child’s class teacher
- The SENCo
- The Principal
- For complaints, please contact the Chair of Academy Council who can be reached via the Trust Clerk.

24) Support Services for Parents of Pupils with SEN include

(Schedule 1: Point 8)

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child’s SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authorities decisions about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

25) Information on where the Local Authority’s Local Offer can be found

(Schedule 1: Point 11 and 13)

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs>

References

Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>
SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary

A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>

POLICY REVIEW AND RATIFICATION	
Policy reviewed annually and ratified by the Academy Council in December	
This review by the SENCo & SLT	December 2020
Summary of amendments to this iteration:	Operational changes (name of items)
Ratified by the Academy Council	January 2021
Next review	December 2021

Appendix 1: Cross-Referencing the Report against schedule 1 of The Special Educational Needs and Disability Regulations 2014

Information Required on Schedule	Where it is in this report
1.The kinds of special educational needs for which provision is made at the school.	Item 3
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.	Items 4, 5 and 6
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— (a)how the school evaluates the effectiveness of its provision for such pupils; (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs; (c) the school's approach to teaching pupils with special educational needs; (d)how the school adapts the curriculum and learning environment for pupils with special educational needs; (e) additional support for learning that is available to pupils with special educational needs; (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.	a) Item 12 b) Item 6 c) Item 6 d) Item 8 e) Item 9 f) Item 17 g) Item 13
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	Item 5
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	Item 16
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	Items 6, 15 and 20
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	Items 10, 11, 21 and 22
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.	Items 6 and 7
9. Any arrangements made by the academy council or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Item 23
10. How the academy council involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	Item 6
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	Items 24 and 25
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	Item 19
13. Information on where the local authority's local offer is published.	Item 25