

Parkstone Grammar School



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

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SPECIAL EDUCATIONAL NEEDS

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This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0-25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014;
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49;
- The Order setting out transitional arrangements, Section 137.

Parkstone Grammar School is covered by the public sector equality duty and when carrying out its functions has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

OUR AIMS

Parkstone Grammar School aims to provide a rigorous and supportive educational experience that prepares pupils for future challenges.

This policy recognises the entitlement of all pupils to a balanced curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Specifically, we aim to:

- provide a balanced and relevant curriculum;
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical;
- ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment;
- ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.



DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age.

In order to be referred for SEND support, the identified difficulties must have evidenced impact in School on:

- **Expected academic progress;**
and/or
- **Attendance** (either School or lesson attendance);
and/or
- **Behaviour.**

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Many young people who have SEND 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 provides a relatively low threshold and includes more young people than many realise: '*long term*' is defined as a '*year or more*' and '*substantial*' is defined as '*more than minor or trivial*'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Pupils are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for pupils whose first language is not English requires particular care and we will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Parkstone Grammar School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.



CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

In practice, students often have needs that cut across all these areas and their needs may change over time. The support provided to a student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

The role of the Special Educational Needs Department at Parkstone is to coordinate any 'reasonable adjustments' that need to be made in School in order to effectively support the needs of the student.

Making Reasonable Adjustments: The Equality Act 2010

The Equality Act 2010 says education settings must not discriminate against a child/young person because of their disability. This is unlawful under the Act. Where a child/young person has a disability, the LA and/or the school have a duty:

- (i) to not discriminate against the child/young person on the grounds of the disability when compared to others who do not have that disability
- (ii) to make reasonable adjustments to enable access to and around buildings and rooms, and in use of equipment, to the provision of information and to the curriculum; this includes planned adjustments in anticipation of likely future needs.

The duty to make adjustments applies to all of the education setting's activities and the decisions that are made by teachers and staff including:

- Admissions and Access Arrangements for external examinations
- Exclusions
- access to school trips
- attendance at school
- Pastoral provision and general help and support in school
- Teaching and Learning activities and materials
- the application of policies

All children and young people with SEND will have an identified Primary area of need and many will have additional needs across a range of other areas. Every child is different and it is important that it is the individual child and their range of needs which are looked at when deciding how best to support them.



Each of the **4 areas of need: 'Cognition and Learning'; 'Communication and Interaction'; 'Social, Emotional and Mental Health', and 'Sensory and Physical'** have been broken down into 3 phases of support. These are: 'Quality First Teaching', 'SEND Support' and 'Statutory' (EHCP) Levels. SEND Support has been divided into Universal Plus and Partnership Plus so that this document can be easily cross-referenced with Health and Social Care.

Quality First Teaching: (Universal)

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This will include the robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family.

SEND Support: (Universal Plus)

Where quality first teaching approaches have not been sufficient to meet the child/young person's needs and they now require more focused, targeted support, they will be identified as having SEND. Quality first teaching, including evidenced, robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.

(Partnership Plus): More specialist advice is sought, and the advice implemented and reviewed. Quality first teaching, including evidenced, robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.

Statutory: (EHCP)

Only a small percentage of children/young people with SEND will require the support of an Education, Health and Care Plan. When a child/young person's needs are complex, severe and long term and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEND support options, a statutory assessment of the child/young person's needs will be undertaken. Quality first teaching, including evidenced, robust use of the 'assess-plan-do-review cycle', rigorous teacher oversight, and close liaison between the setting and family will continue.

How do we identify, assess and provide for pupils with SEND at Parkstone?

Criteria for SEND Action:

When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the student will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than without it.

Important: Defining a student as having SEND does not mean that they will automatically be placed on the SEND register. It may be the case that, should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point. Equally, if a registered student who has received SEND support becomes able to make the expected progress without further SEND support, the student will be removed from the SEND register.



Where teachers decide that a student's expected progress in relation to learning/behaviour/attendance is unsatisfactory, the Head of Year will work with teachers in consultation with parents to identify strategies to improve the rate of progress

Where Head of Year intervention does not prove effective, an SEND referral should be made. Where necessary, external sources of support will be consulted at the time of the referral to SEND.

The levels of Intervention that we use at Parkstone are:

- Universal (Quality First Teaching)
- SEND Support (Universal Plus) and SEND Support (Partnership Plus)
- Education and Health Care Plan.

The SEN Register:

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'SEND Support (Partnership Plus)' as in-School support will be influenced by the input of external professional agencies. The lowest SEND level is SEND Support (Universal Plus), where 'reasonable adjustments' are made in School to support the student, but no additional external agencies are involved.

Intervention and Support:

The Parkstone Grammar School SEND Department and all Parkstone staff operate with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need.

Within this remit the department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching;
- By providing discrete interventions for students who are on the SEND register to support students in terms of their progress in-class;
- By providing medical/physical support;
- By providing discrete support as appropriate (e.g. one-to-one intervention, curriculum withdrawal and supported self-study).

The role of the Classroom Teacher

Teacher Standards:

'Have a clear understanding of the needs of all pupils, including those with special educational needs; and be able to use distinctive teaching approaches to engage and support them.'

Post threshold Teacher Standards:

'Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies to provide opportunities for all learners to achieve their potential.'



Process of Referral and Intervention:

The teachers at Parkstone Grammar School are responsible and accountable for the progress and development of the students in their class, even where students access support from specialist staff. Where a student is not making adequate progress, the SENDco, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

Teachers, supported by the Leadership Group, make regular assessments of progress for all students and student progress (reported to parents and students). Where students are not making adequate progress given their age and starting point, they will initially receive additional support from their teacher.

Not making adequate progress can be identified as relating to:

- Academic progress based on expectation;
- Behaviour;
- Attendance (in School or in-class).

Additionally, early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation/ assessment;
- student performance judged against appropriate performance (SISRA);
- standardised screening or assessment tools (working to JCQ guidelines and delivered by 'in-house' specialist assessors);
- screening /diagnostic tests (working to JCQ guidelines and delivered by 'in-house' specialist assessors);
- in-class reports or observations;
- records from feeder schools;
- information from parents;
- National Curriculum results;
- external exam results;
- Student transfer information.



Determining the Level of Support Required

Once a student has been identified with a potential SEND that requires listing on the SEND Register, the School uses the following process to identify the level of support required:

STAGE	ACTION - Proposed new system for SEN referral	PURPOSE	ACTION BY
1	Concerns raised regarding progress, made by staff/parents/student/external agency.	There must be a relevant educational need, linking to: Communication and interaction; Cognition and learning; Social, emotional and mental health difficulties; Sensory and/or physical needs. The difficulty should be significant, impacting on progress (with evidence of previous intervention by the relevant Pastoral Team).	HOY
2	Contact with class teachers, requiring a response identifying whether the difficulty is relevant in that subject area. If so: <ul style="list-style-type: none">How the student's difficulty has impacted on teaching and learning in the classroom?How has the teacher tried to support these difficulties?Have you noticed any specific problems in class tests or examinations?	Identify need. Comments gathered from teaching staff supporting the need for SEN intervention and recording their involvement in personalised support before SEND intervention.	ADMIN SUPPORT
3	Relevant data collated.	Identify history of need.	SENDco
4	Decision made whether SEND testing should take place.	Decision made by SENDCO and parents contacted by Head of Year to inform them of referral to SEND.	SENDCO
5	SEND testing/support takes place with appropriate report written and evidence collected.	Evidence provided for: <ul style="list-style-type: none">In-class teacher support (IEP);Access Arrangements (Form 8);Home support.	SENDCO SEN staff
6	SENDco invites parents/carers into School for a meeting to discuss the report. Specialist teacher examines findings/conclusions with the student. Support guidance distributed to all relevant teaching staff.	Supporting individual needs.	SENDCO

When identified as SEND, the overall educational provision for a student is coordinated by the SENDco, who will direct staff in the making of 'reasonable' adjustments in order to better support the student. **It is important to note that both Curriculum and Pastoral staff retain all 'usual' responsibilities for the student, but their interactions will be modified according to the 'reasonable adjustments' identified as being necessary by the SENDco.**



Summary of Levels of Support:

SEND Support (Universal Plus):

Person Centred Planning with parent/carer involvement
'Reasonable Adjustments' are made.
SEND Interventions (Small group learning and progress support)
Medical/physical support to enable access to school facilities

SEND Support (Partnership Plus):

Person Centred Planning with parent/carer involvement
'Reasonable Adjustments' are made.
SEND Interventions (Small group learning and progress support)
Medical/physical support to enable access to school facilities

External agencies directly involved in advising educational provision and needs

Education and Health Care Plan:

Person Centred Planning with parent/carer involvement
Education Health Care Plan (Internal Process) or
Education Health Care Plan (External Process requiring additional funding)
SEND Interventions planned in conjunction with External Agencies (where appropriate)



Progress and Monitoring:

Written into both EHCPs and SEND Support are explicit sets of criteria for support. Both forms of support will be formally reviewed and monitored on a termly basis. This monitoring will be conducted by Pastoral Staff and the SEND Team and consists essentially of measuring students' rates of learning progress and, in light of this, reviewing, amending, adapting or ceasing the plan. Any major changes to a plan will be discussed first and as we seek to ensure that the plan continues to reflect the views of the young person and their families. EHCPs are also monitored via a scheduled annual review meeting between the key support agencies and the young person and their family.

Use of Data and Record Keeping:

We will record details of additional or different provision made under SEND support. This will form part of discussions with parents/carers and staff about the child's progress, expected outcomes from the support and planned next steps. We will ensure that we have accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact.

Termly Review Decisions:

- Is the student responding to the level of support given?
- Is the student achieving the targets/outcomes that have been set?
- Do we maintain, withdraw, increase or decrease SEND support?
- Should alternative (none SEND) support be given as an alternative?
- Should the student be exited from SEND support and the SEND Register?

What are our arrangements for consulting with parents of pupils with SEND?

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating EHCPs and SEND Support Plans. At Parkstone, we will ensure that this is the case by adopting a Person Centred Planning approach to the creation of these plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families. Our Specialist SEND staff follow a structured approach to this process and our aim is to write a structured plan that properly reflects the key views, concerns and wishes of the young person and their family. In the case of EHCPs, the planning process will often cover provision within education but also, where needs dictate, provision within Health and Social Care. Clearly when this is the case we operate a multi-agency approach to support. (Depending on the specific nature of the young person's needs, Parkstone may be the lead agency when organising the creation of the plan, or in some cases it may be an external Health or Social Care agency that takes on this role).

For SEND Support Plans the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their



parent's/carer's views. The essential difference in comparison to EHCPs is that these plans are completely internal and focus entirely on educational provision and support at Parkstone Grammar School.

Parent/Carer Consultation:

At all times we seek to work in partnership with parents/carers/carers and our aim is always to reach a joint, agreed approach in relation to the planning of provision in response to students' needs. For students with higher levels of need, who are placed on the SEND Register, the details regarding parent/carer involvement are shown below:

SEND Status	Parent/Carer Consultation	Detail
SEND Support EHCP	Initial phase: Identification of needs, placement/status on the SEND Register	Interview with SENDco on completion of diagnostic assessment with an aim to gather information regarding views on a child's needs and key issues experienced both inside and outside school.
	Phase 2: Resource identification and Action Plan development	Interview with SENDco. Discussion and agreement regarding specific levels of intervention, resource requirements and expected outcomes. Plan drawn up and agreed (as part of SEN Support Plan or EHCP).
	Phase 3: Monitoring, review and adaptation	Scheduled review of the Plan (SEND Support plan/EHCP) – consideration of effectiveness and any adaptation.



Student Consultation:

Students who are placed (or are in the process of being placed) on the SEND Register will participate in a Person-Centred Planning process (with the SENDco or Specialist Teacher of SEND). The aim of this process is for the student to represent her own views about their needs (when relevant this will include needs that could relate to health and social care support) and about their experiences in school. The structure of this process will vary according to the student’s age; the aim will always be to enable the student to best communicate her views and feelings about their educational experiences with regard to what works well, what they find problematic and what barriers they feel that they face. The process will also include the setting of targets/outcomes for the student.

Student SEND Status	Student Involvement	Detail
SEND Support EHCP	Initial: Collection of student views about school and learning. What works and what helps the student to progress? What is difficult? Target setting.	Students work within a designed framework/process to help elicit their views.
	Phase2 In-class Support Plan design Whole-School Support Plan design	Design of the Plan discussed with students – students’ views sought.
	Phase 3 Review and revision	Student’s opinions collected about the success of the Plan – joint review of progress evidence. Review of targets/outcomes. Discussion of amendments/alterations.



Parkstone's complaints procedure for parents of pupils with SEND?

The school aims to be sensitive to the needs of the students and their parents/carers. The SENDco welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties students may be facing and further steps the school might take.

Informal complaints may be made through:

- the student's Head of Year;
- Subject Teacher of Head of Department;
- SENDco;
- the member of the Leadership Group with responsibility for the appropriate Key Stage.

Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

More formally, the Head Teacher will receive and investigate complaints and seek to resolve problems.

Parents/carers who have a concern which they feel has not been properly addressed may put their concern in writing to the Chair of the Governing Body.

Who are the other people providing services to children with SEND at Parkstone Grammar School?

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will consider involving specialists, including those secured by Parkstone Grammar School or from outside agencies.

Parkstone may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will aim to involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The student's parents/carers will be involved in any decision to involve specialists (where appropriate). The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that students receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area.



Responsibilities of the SENDco:

Overseeing the day-to-day operation of the school’s SEND policy
Co-ordinating training for teachers and support teachers
Monitoring the quality of teaching to ensure that the needs of SEND pupils are being met
Managing the SEND department
Co-ordinating educational provision for children with SEND (including Mental Health)
Liaising with the relevant designated teacher where a looked-after pupil has SEND
Advising on a graduated approach to providing SEND support
Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
Liaising with parents of children with SEND
Liaising with early years providers, other schools, educational psychologists, health, social care and independent or voluntary bodies
Being a key point of contact with external agencies, including the local authority and local authority support services
Liaising with potential next providers of education and with settings from which pupils have been previously taught
Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
Ensuring the school keeps the records of all children with SEND up to date
Coordinate all ‘reasonable adjustments’ for SEND students

Responsibilities for the Co-ordination of SEND Provision in Addition to the SENDco:

Classroom teacher
Focus on outcomes for the child: be clear about the outcome wanted from any SEND support
Meet expectations of Teachers Standards and Post Threshold Teachers Standards
Have high aspirations for every pupil: set clear progress targets for pupils and be clear about how the full range of resources is going to help reach them
Involve parents and pupils in planning and reviewing progress: seek their views and provide regular updates on progress
Head Teacher
Overall responsibility for implementing SEND.
Ensure that the SENDCo is able to influence strategic decisions about SEND.
Ensure the wider school community understands the implications of SEND (from governors to classroom teachers and support teachers).
SEND Governor
Have regard to the SEND Code of Practice and provide strategic support to the Head Teacher and SENDco.
Publish information on the school’s websites about the policy for pupils with SEND.
Ensure that there is a qualified teacher designated as SENDCo.
Ensure that arrangements are in place in schools to support pupils with medical conditions
Publish information about the arrangements for admitting disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access for disabled children, and their accessibility plans



Heads of Year (Pastoral):

Heads of Year should ensure that Tutor meetings contain the opportunity to discuss SEND issues including referral of concerns about individual students. They have a responsibility to collate information about specific students and raise concerns relating to SEND with the SENDco. Heads of Year retain all pastoral responsibility for a student with SEND, but may be directed to make 'reasonable adjustments' to pastoral provision in order to effectively support the student.

Heads of Department (Curriculum):

Curriculum Area Leaders should appoint a link SEND teacher to attend SEND Management meetings. They should ensure that Curriculum Area meetings contain the opportunity to discuss SEND issues including referral of concerns about individual students. They must liaise with the SENco and/or other SEND staff and ensure that their team members liaise, to ensure that advice and guidance is provided for teachers requiring SEND support for the teaching of SEND students. Heads of Department retain all Curriculum responsibility for a student with SEND, but may be directed to make 'reasonable adjustments' to curriculum provision in order to effectively support the student.

Subject Teachers and Form Tutors:

Subject teachers and Form Tutors must ensure that they are aware of the Special Educational Needs of students in their classes. They should be familiar with details given on the school's SEND register (and SEND Monitor students) and relevant information (EHCP, SEND Support Plans) and use the suggested strategies in order to help each student to make adequate progress. Class work and homework should be differentiated in accordance with the students' SEND and all identified 'reasonable adjustments' must be followed.

What are the contact details for support services for the parents of pupils with special educational needs?

SEND Statutory Services Team

Are responsible for carrying out the statutory assessment process for special education needs and disabilities (SEND). They regularly monitor and review the progress of children with special educational needs and the help that they receive in pre-school, nursery and school.

Venue/Contact Details

Name: SEN Statutory Services Team
Address: Children Young People and Learning
Borough of Poole
Dolphin Centre
Poole
Dorset
Postcode
BH15 1SA
Telephone: 01202 262278
E-mail: SENDbso@poole.gov.uk
Website: www.poole.gov.uk
Contact Name: Lindsey Sloan
Contact Position: Statutory Services Manager



Poole Parent Carer Forum

The service provides free, confidential and impartial support and information to parents and carers who live in Poole if you:

- have a child with Special Educational Needs (SEND);
- have concerns about your child or young person being excluded from school.

They are very happy to hear from you for an informal chat and to give you more details of how they may help.

Telephone: 07852 422089.

What are our arrangements for supporting pupils transferring between stages of education and preparing for independent living?

Transition Arrangements for Students with SEND:

In the normal course of events our transition arrangements are such that all students who will be attending Parkstone Grammar School will, in the summer term of Year 6 meet, in their Primary School environment, a key member of Pastoral staff from Parkstone. Students then attend Parkstone on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified.

Transition information is arranged when Pastoral staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/carers/primary colleagues and Parkstone's SENDco (or other SEND staff) may be required. Parents are advised to raise SEND concerns directly with the SENDco during the 'New Parent' induction evening during the Summer Term. All SEND documentation is transferred from Primary Schools late in the summer term.

Post-16:

Under section 41 of the Children and Families Act 2014 (the Act) we will carry out the following specific statutory duties:

- Co-operate with the Local Authority on arrangements for children and young people with SEND. This is a reciprocal duty.
- The duty to admit a young person if we are named in an Education Health and Care EHCP. Young people have the right to request that an institution is named in their EHCP, and local authorities have a duty to name that institution in the EHCP unless, following consultation with the institution, the Local Authority determines that it is unsuitable for the young person's age, ability, aptitude or SEND, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
- We will support children and young people in moving between phases of education and in preparation for adulthood – as young people prepare for adulthood this will be reflected in outcomes that reflect their ambitions (e.g. in relation to employment, higher education, independent living and participation in society).