



## Special Educational Needs and Disabilities (SEND) - England

### Hidelow Grange School

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	Education

#### Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

**Annual monitoring:** The Headteacher will review the implementation and effectiveness of this policy annually, reporting to the Proprietor Representative and Regional Lead on:

- Identification and assessment processes
- Quality and impact of SEND provision
- Progress and outcomes for learners with SEND
- Staff training and development needs
- Any changes to legislation or statutory guidance

**Formal review:** A full formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

**Written:** April 2026  
**Author:** Benjamin Neasom, Headteacher  
**Reviewed:** May 2026  
**Next Review:** May 2029  
**Approved by:** Rob McConomy



## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
<b>'Establishment' or 'Site'</b>	A generic term referring to the school/college owned by CareTech.
<b>Learner</b>	Any child or young person under the age of 18, or young adult over 18 who receives education.
<b>Service Head</b>	The senior person with overall responsibility for the school/college.
<b>Tutor/Teacher</b>	Members of staff who have teaching responsibility for learners at the school/college.
<b>Parent/Carer</b>	Parent or person with parental responsibility.
<b>Regulatory Authority</b>	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
<b>Social Worker</b>	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	The local authority/agency responsible for placing the learner or commissioning the service.
<b>Local Authority</b>	The local authority for the establishment's location.
<b>Staff</b>	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



## 1. Local School/College Profile

Hidelow Grange School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange School is an independent specialist SEMH school providing education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, who are Looked After Children. The school is registered for up to 20 young people and consists of Key Stage 3, Key Stage 4 classes.

The school specifically caters for boys who present with harmful sexual behaviours (HSB) and a range of complex interpersonal, emotional and behavioural issues. For a more detailed description of what the school offers, see the School Statement of Purpose and School Prospectus.

Our Learners:

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours (HSB), and social, emotional and mental health needs, often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Learners at Hidelow Grange School:

- Are aged 11 to 18
- Are boys only
- Are placed within the residential setting of Branas Isaf (Hidelow House and Burley House)
- Are residents from placing authorities throughout the United Kingdom
- All present a range of harmful behaviours, including harmful sexual behaviours (HSB)
- Most are in receipt of an Education, Health and Care (EHC) plan
- All are Looked After Children

### Integrated Education and Care

Hidelow Grange School operates as part of the Branas Isaf residential provision. Education and care are fully integrated to provide consistent, trauma-informed support. SEND provision is planned and delivered in partnership with residential staff, therapists and external specialists to ensure:

- Consistency of approach across education and care settings



- Holistic assessment and planning
- Coordinated behaviour support and therapeutic interventions
- Effective communication between all staff supporting each learner

## 2. Purpose

This policy applies to Hidelow Grange School and sets out the organisational standards for the safe, compliant and responsible identification of, and support for, learners with Special Educational Needs and Disabilities.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables Hidelow Grange School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

## 2. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.

## 3. Local Adaptation Requirement

Some sections in this policy are marked Hidelow Grange School. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).\*\*

Where England-specific statutory references appear in the universal policy, sites in Wales and Scotland insert their own national equivalents into the marked *sections*.

- All local additions must be:
  - Accurate
  - Up to date
  - Consistent with national legislation and regulator guidance
  - Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

## 4. Legal and Regulatory Context (Universal)



Hidelow Grange School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

## 5. SEND Policy

Our school/college identifies and supports learners with Special Educational Needs and Disabilities at the earliest opportunity so they can access a broad and balanced curriculum across all sites. We take a whole-organisation approach: all members of the staff team / education team / multi-agency team recognise needs, adapt teaching and assessments, and plan to remove barriers in advance. Teachers/tutors set high expectations for every learner, use appropriate assessments (for example GL or BKSB where used) to establish baselines and ambitious targets, and plan lessons that anticipate and address potential areas of difficulty. We are an inclusive school/college: learners who join us are offered appropriate support and reasonable adjustments to enable effective access and progress.

We work in partnership with parents/carers, social workers (where relevant) and learners themselves. Early identification and timely intervention improve long-term outcomes. High-quality teaching is the foundation of effective SEND support, and the quality of teaching and the progress of learners with SEND are core to performance management and professional development.

## 6. Definition and identification

A learner has SEND where a learning difficulty or disability calls for provision that is additional to or different from that generally available to peers of the same age. Indicators include significantly slower progress from the same baseline, failure to sustain/improve previous rates of progress, widening attainment gaps, or social/emotional needs that impede learning. Identification may arise through transition information, teacher/tutor observation, progress data, external professional advice, or concerns raised by the learner or parents/carers.

**English as an Additional Language (EAL):** We distinguish language acquisition from SEND. For England and Wales we refer to English as an Additional Language (EAL). While EAL learners are not currently part of our cohort profile, should a learner with EAL join the school, we would ensure appropriate assessment to distinguish language acquisition needs from SEND, and provide targeted language support as required. We remain alert to other events (e.g., bereavement or bullying) which affect wellbeing and achievement; these do not automatically constitute SEND, but may require support.

Planning considers the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory/Physical. To reflect national usage, we write SEMH (England & Wales). We recognise that individual profiles vary, may cross areas, and change over time. Specific profiles such as SLCN, Autism/ASC, dyslexia, dyscalculia and dyspraxia are supported through targeted, evidence-based approaches.



At **Hidelow Grange School**, all learners present with SEMH needs, often accompanied by histories of trauma, attachment difficulties and harmful sexual behaviours (HSB). Our identification and planning processes are trauma-informed and recognise the complex interplay between emotional wellbeing, behaviour and learning.

## 7. Admissions

We welcome learners with additional needs and apply our duties not to discriminate and to make reasonable adjustments. Baseline assessment appropriate to phase/FE (for example English, maths, cognition/aptitude) is undertaken on entry. Where needs are known, families share relevant reports at enquiry/admissions; the SENDCo may meet the learner and parents/carers/social worker. Learners are admitted where appropriate support and reasonable adjustments can be provided.

England: EHC plan naming/consultation duties apply. Wales: IDP procedures apply under the ALN Code. Scotland: CSP (Co-ordinated Support Plan) processes under the ASL Act and Statutory Guidance apply, with annual review where criteria are met.

## 8. Roles and responsibilities

- The Headteacher ensures strategic oversight, compliance and appropriate resourcing.
- The SENDCo provides strategic and operational leadership for SEND, coordinates the graduated response, maintains accurate records and registers (including EAL where relevant), advises staff, liaises with external specialists, leads training, and quality-assures impact.

At Hidelow Grange School, the SENDCo role is currently overseen by the Headteacher and Deputy Headteacher, working under the supervision and guidance of Alison Lewis, Regional SENDCo. This arrangement ensures:

- Day-to-day operational leadership of SEND provision at school level
- Access to specialist expertise and quality assurance through regional oversight
- Consistency of SEND practice across the organisation
- Ongoing professional development and support for school-based SEND leaders

While the National Award for SEN Coordination is not a statutory requirement for independent schools, this supervisory model ensures expert leadership and continuous improvement of SEND provision in our specialist setting.

- The Regional SENDCo (Alison Lewis) provides strategic oversight, specialist guidance, quality assurance and professional development support to school-based SEND leaders across the organisation. The Regional SENDCo ensures compliance with statutory frameworks, consistency of practice, and effective implementation of the graduated response.
- Teachers/tutors are responsible for the progress and development of learners they teach, integrate targeted support into classroom practice, and collaborate with support staff and specialists.



- Residential Support Workers deliver in-class support aligned to agreed outcomes; daily debriefs and weekly planning ensure support links to the taught curriculum and residential care plans, enabling integrated education and care provision.
- Multi-agency partners (including social workers, CAMHS, therapists and placing authority representatives) contribute to assessment, planning and review processes to ensure holistic support for learners with complex SEMH needs and histories of trauma.

## 9. Graduated response (Assess–Plan–Do–Review)

We follow an evidence-based cycle.

**Assess.** Teachers/tutors and the SENDCo build a rounded understanding of need using assessment information, progress data, observation, screening tools, learner views, parent/carer input and specialist advice where required.

**At Hidelow Grange School**, we use the following standardised assessments on entry and at regular intervals:

- **New Group Spelling Test (NGST)** – to assess spelling age
- **New Group Reading Test (NGRT)** – to assess reading age and comprehension
- **BKSB (Basic and Key Skills Builder)** – to assess functional English and maths skills
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Where a learner achieves a Standard Age Score (SAS) below 85 on these assessments, or where progress concerns are identified, the SENDCo will carry out classroom observations and initiate the graduated response cycle as shown in our SEND intervention flowchart.

We consider reasonable adjustments (Equality Act 2010) and, for EAL learners (should they join our cohort), the interaction between language acquisition and potential SEND. We also draw on information from residential care staff, therapeutic assessments, and multi-agency professionals to ensure a holistic understanding of each learner's needs.

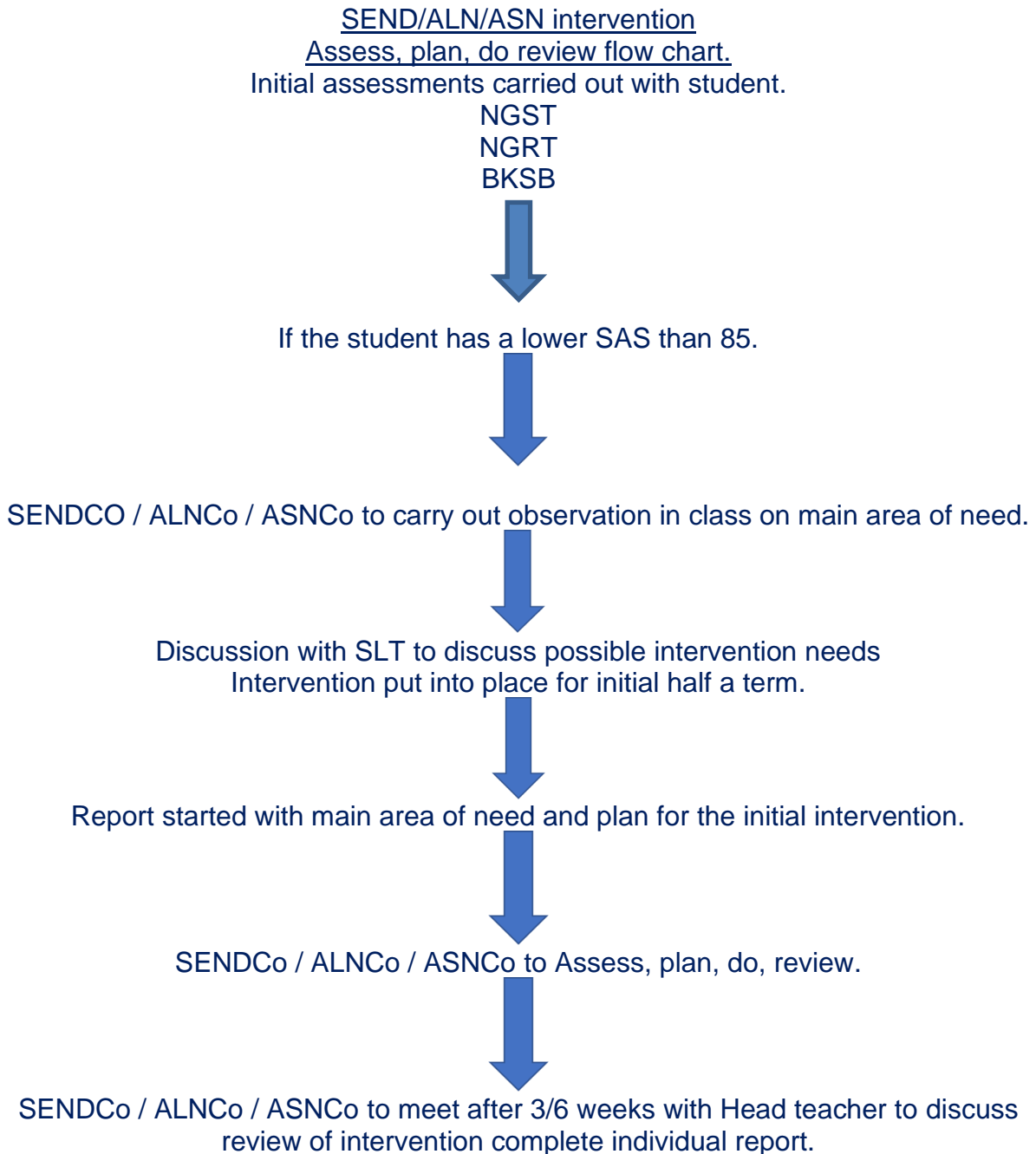
**Plan.** Needs, outcomes, strategies, interventions and review dates are co-produced with the learner and parents/carers (or social workers where parental responsibility is held by the local authority), recorded on our information system and shared with relevant staff. Provision is selected on the basis of the best available evidence and staff competence. Plans integrate educational, therapeutic and residential support to ensure consistency across all aspects of the learner's experience.

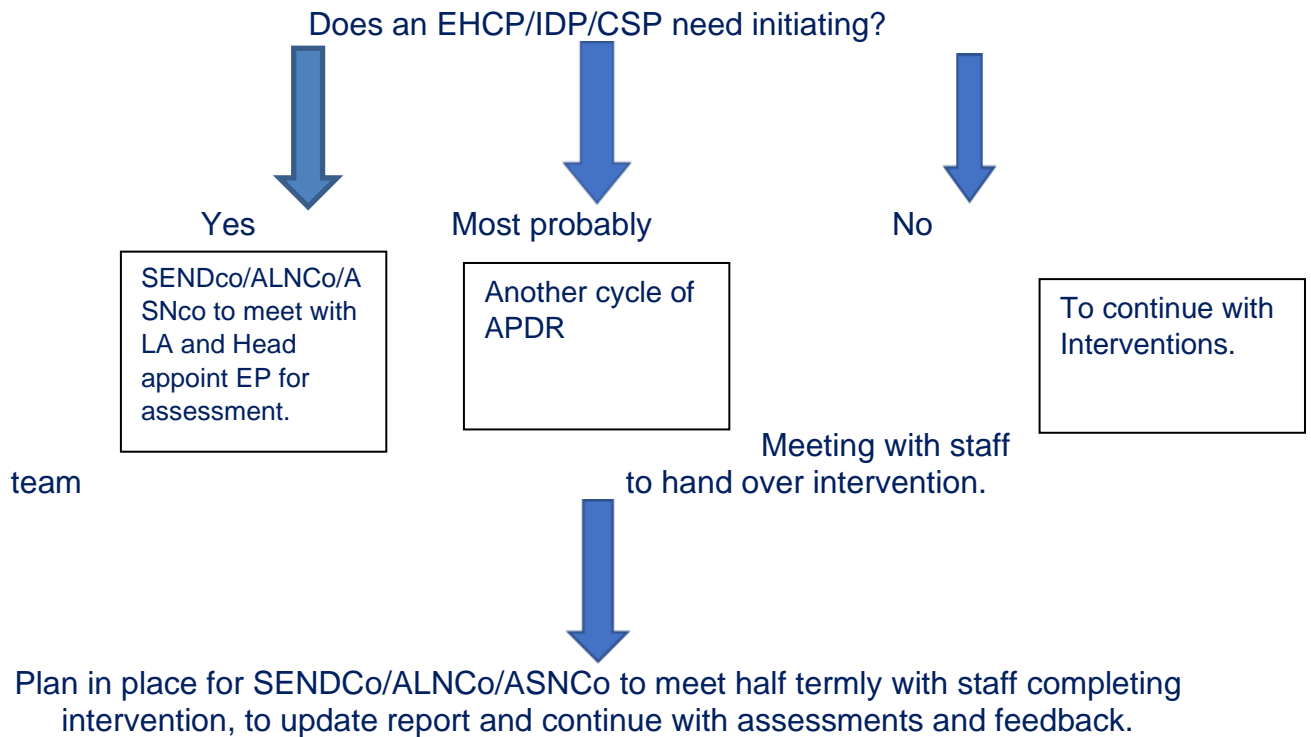
**Do.** Teachers/tutors retain accountability for progress, integrate targeted interventions with classroom learning, and coordinate with support staff, residential workers and specialists. The SENDCo supports problem-solving, fidelity and further assessment where needed.



**Review.** Impact is evaluated with the learner and parents/carers (or social workers); provision is refined or escalated as appropriate. Where a learner has a statutory plan, we meet the following timelines:

- **EHC plan (England):** Reviewed at least every 12 months in line with the SEND Code of Practice
- **IDP (Wales):** Reviewed in line with the timescales set out in the ALN Code
- **CSP (Scotland):** Reviewed at least annually in line with the Additional Support for Learning Statutory Guidance





## 10. Statutory plans and external specialists

Where assessment indicates the need for statutory planning, we work with the local authority on EHC plan processes (England), IDP processes (Wales) or CSP processes (Scotland), and deliver all specified provision, making reasonable adjustments.

Where progress remains limited despite well-matched support, we involve appropriate specialists (for example educational psychology, speech and language therapy (SaLT), occupational therapy (OT), CAMHS, trauma therapists or medical services), record decisions and actions, and share them with parents/carers and relevant staff.

**At Hidelow Grange School**, multi-agency working is central to our approach. We work closely with:

- Placing authority social workers and virtual schools
- CAMHS and therapeutic services
- Educational psychologists
- Specialist HSB practitioners
- Residential care teams

to ensure integrated assessment, planning and support.



**Local Offer (England):** Information on SEND services and support is available via the Local Offer published by the local authority in which the learner is ordinarily resident. We signpost families to their home local authority's Local Offer and support them to access relevant services. Information about Hidelow Grange School's SEND provision is also available on request and published on our website / via our prospectus.

## 11. Curriculum access, timetabling and provision mapping

All learners are entitled to a broad and balanced curriculum. Teachers/tutors set high expectations, adapt teaching and assessment, and use small-steps approaches through individual plans where helpful. Classroom inclusion is the default; withdrawal is used only when it is demonstrably the most effective, time-limited route to agreed outcomes, and loss of core learning is avoided wherever possible. In some circumstances, adjustments (for example reducing a modern foreign language) may be considered where this is in the learner's best interests and aligned to agreed outcomes.

We maintain a termly provision map that captures targeted interventions and reasonable adjustments across sites, and we monitor effectiveness so provision remains purposeful. Learners' targets are **SMARTER**—Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed—co-produced with learners and parents/carers, integrated with assessment/recording systems, and shared with relevant staff. We avoid common pitfalls (imprecise wording, unclear ownership, lack of learner voice, weak linkage to assessment) and build on strengths (secure knowledge of the learner, strengths/interests, realistic timeframes, resourcing, and parent/carer involvement).

## 12. Data, records and information sharing

We maintain accurate, current records of needs, provision, outcomes and impact, and can evidence progress and effectiveness during inspection (Ofsted / ISI / HM Inspectors of Education). We share information with parents/carers (or social workers where appropriate) in accessible formats (for example plan trackers aligned to EHC plan objectives) and retain robust evidence of support over time.

All data processing complies with the UK GDPR and Data Protection Act 2018. Parents, carers and learners have the right to access their SEND records and to understand how their personal information is used.

**At Hidelow Grange School**, our Data Protection Officer is Russell Edge; [Russell.Edge@caretech-uk.com](mailto:Russell.Edge@caretech-uk.com). Any queries or concerns about how SEND information is processed should be directed to the DPO or the Headteacher.

*Queries about SEND provision should be directed to the Headteacher or Deputy Headteacher in the first instance. For regional oversight or escalation of SEND matters, parents/carers and agencies may contact **Alison Lewis, Regional SENDCo** at [Alison.Lewis@cambianguroup.com](mailto:Alison.Lewis@cambianguroup.com)/01743 295840.*

## 13. More able learners and SEMH/SEBN



**Recognising and developing individual strengths:** All learners at Hidelow Grange School have experienced interrupted education and present with complex SEMH needs. However, we recognise that every learner has individual strengths, talents and areas of interest. We support these through:

- Differentiation and personalised learning pathways
- Enrichment activities and vocational opportunities
- Strength-based approaches that build confidence and self-esteem
- Recognition and celebration of progress and achievement

**SEMH (England & Wales) support:** SEMH needs are supported through effective pastoral systems, trauma-informed practice, therapeutic interventions and multi-agency collaboration, alongside reasonable adjustments to sustain engagement and wellbeing. Our integrated education and residential model ensures consistent, holistic support for learners with complex emotional and behavioural needs.

#### 14. Partnership with parents/carers and learner voice

Parents/carers are partners in decision-making. Where parental responsibility is held by the local authority, we work closely with social workers and maintain contact with parents/carers where appropriate and safe to do so.

We meet regularly; ordinarily at least three times per year or in line with statutory plan review cycles; to set outcomes, review progress and agree responsibilities. Meetings are led by a teacher/tutor who knows the learner well (for example class teacher or tutor), supported by the SENDCo. Learners contribute their views directly or through structured preparation, using accessible formats and communication tools as needed.

Records of decisions, actions and support are kept and shared with staff, parents/carers and social workers, and our management information system is updated accordingly. We recognise that many of our learners have experienced disrupted relationships with adults and we work sensitively to build trust and enable meaningful participation in planning.

#### 15. Complaints, appeals and governance

**Informal concerns:** Concerns about SEND provision should be raised with the teacher/tutor or the SENDCo in the first instance. We aim to resolve concerns quickly and constructively through dialogue.

**Formal complaints:** If concerns cannot be resolved informally, formal complaints should be made in line with the school's Complaints Policy **available on our website**.

**Statutory appeals (England – EHC plans):** Parents and young people (aged 16+) have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with decisions about:

- Whether an EHC needs assessment or plan is necessary
- The content of an EHC plan (Sections B, F and I)



- The school named in Section I
- A decision to cease an EHC plan
- 

**Before appealing**, parents/young people must consider **mediation**. The local authority must inform parents of their right to mediation and provide contact details for a mediation service. Mediation is not compulsory (except for appeals about the content of the plan), but it must be considered. Parents have **two months** from receiving the local authority's decision to request mediation or register an appeal.

**Independent support:** Parents and young people can access free, impartial advice and support from their local **SENDIASS (Special Educational Needs and**

**Disability Information, Advice and Support Service)**. We will provide contact details for the relevant SENDIASS service on request.

**Wales (IDPs) and Scotland (CSPs):** Equivalent appeal and dispute resolution routes apply as set out in the ALN Code (Wales) and Additional Support for Learning Statutory Guidance (Scotland). We will provide information on these processes to families as appropriate.

**Governance and quality assurance:** Leaders review identification patterns, progress data and provision quality (including comparisons to national trends where available) to strengthen practice. The Headteacher monitors the implementation of this policy on an ongoing basis and undertakes a formal review at least every three years, or sooner if statutory guidance changes. Annual monitoring reports are provided to the Proprietor Representative and Regional Lead to ensure continuous improvement and compliance.

## 16. Equality, accessibility and continuous improvement

We comply with the Equality Act 2010, make reasonable adjustments (including provision of auxiliary aids and services), and maintain an Accessibility Plan and Single Equality Policy. We plan proactively to remove barriers so learners with SEND can participate fully, achieve their best and make a successful transition to adulthood—whether into employment, further or higher education, training, or supported living.

**At Hidelow Grange School**, our approach is informed by:

- **Trauma-informed practice:** Recognising the impact of adverse childhood experiences on learning and behaviour
- **Therapeutic integration:** Embedding therapeutic principles across education and residential care
- **Safeguarding:** Ensuring SEND learners can access age-appropriate, accessible safeguarding education, including understanding healthy relationships, consent, online safety and how to seek help
- **Preparation for adulthood:** From Year 9 onwards, planning focuses on the four key areas of employment, independent living, health and community participation

We continuously evaluate the effectiveness of our SEND provision through:



- Learner progress data and outcomes
- Learner, parent/carer and staff feedback
- External review (e.g., Ofsted/ISI inspection, local authority monitoring)
- Comparison with national and sector trends
- Learning from complaints and incidents

A site-specific Assess–Plan–Do–Review flowchart is maintained and reviewed annually to ensure it reflects current practice.

### Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

### Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Legal and Regulatory Framework in Wales

Appendix C – Legal and Regulatory Framework in Scotland

### Appendix A — England

England's SEND framework is grounded in statutory duties, government regulation and Ofsted inspection expectations.

#### 1. Children and Families Act 2014 (Part 3 — SEND)

##### What this means:

- This Act is the legal foundation for SEND in England, establishing the duties around Education, Health and Care Plans (EHCPs), local authority responsibilities, and rights for children and young adults up to age 25.

##### What this requires:

- Sites must identify SEN, arrange appropriate provision, participate in multi-agency working, and adhere to statutory timelines and processes for EHC assessments and plans.



- **Link:** Children and Families Act 2014  
<https://www.legislation.gov.uk/ukpga/2014/6/contents>

## 2. SEND Regulations 2014 (Special Educational Needs and Disability Regulations 2014)

### What this means:

- These regulations outline the statutory processes for EHC needs assessments, EHC plans, consultation duties, reviews, transfers, and the provision of advice and information.

### What this requires:

- Clear, timely SEND procedures; compliance with EHC assessment and review duties; and coordinated information gathering across education, health and care.
- **Link:** Special Educational Needs and Disability Regulations 2014  
<https://www.legislation.gov.uk/uksi/2014/1530/contents>

## 3. Equality Act 2010 (Education Duties)

### What this means:

- Sites must eliminate discrimination, advance equality and foster good relations for disabled learners. SEND provision supports these duties by ensuring reasonable adjustments, inclusion and accessibility.

### What this requires:

- Inclusive, accessible SEND practice; anticipatory adjustments; and curriculum adaptations for diverse needs, including in FE.
- **Active link:** Equality Act 2010 — Education Guidance  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

## 4. Ofsted — Education Inspection Framework (EIF)

### What this means:

- Ofsted evaluates curriculum quality, inclusion, personal development, behaviour and safeguarding. SEND provision directly affects the Quality of Education and Personal Development judgements.

### What this requires:



- A coherent SEND-inclusive curriculum; evidence of adaptations; effective support for learners with SEND; and strong safeguarding culture.
- **Active link:** Education Inspection Framework (Ofsted)  
<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

## 5. Safeguarding — Keeping Children Safe in Education (KCSIE)

### What this means:

National safeguarding expectations require education settings to support learners' understanding of safety, risk and help-seeking, with SEND learners recognised as potentially more vulnerable.

### What this requires:

- SEND-inclusive safeguarding education; risk awareness; digital resilience; clear information on reporting, boundaries and protective behaviours.
- **Active link:** Keeping Children Safe in Education (KCSIE)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## Appendix B — Wales (ALN) — Integrated for Schools and FE

Wales's ALN framework creates a unified 0–25 system applying to schools, PRUs and FE providers.

### 1. Additional Learning Needs (ALN) System — Curriculum for Wales Integration

#### What this means:

- The ALN system establishes a unified process across 0–25, while the Curriculum for Wales (3–16) sets the national framework for wellbeing, personal development, relationships and safety. FE providers are expected to maintain continuity of these principles post-16.

#### What this requires:



- A coherent wellbeing/ALN-inclusive curriculum aligned to the four purposes; clear progression; continuation of wellbeing and personal development in 16–19 programmes.
- **Link:** Curriculum for Wales — Health & Wellbeing (Hwb)  
<https://hwb.gov.wales/curriculum-for-wales>

## 2. Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET)

### What this means:

- Establishes the statutory ALN framework for children and young people 0–25, replacing the former SEN system and LDD arrangements, including in FE settings.

### What this requires:

- Use of Individual Development Plans (IDPs); collaborative assessment and planning; consistent ALN processes across schools and FE; and rights to appeal.
- **Link:** ALN Transformation Programme (Welsh Government)  
<https://www.gov.wales/additional-learning-needs-transformation-programme-frequently-asked-questions-html>

## 3. Additional Learning Needs Code for Wales 2021

### What this means:

- The statutory ALN Code sets out duties for identification, assessment, planning, review and provision for ALN, including FE responsibilities.

### What this requires:

- Consistent implementation of IDPs; inclusive planning; learner-centred approaches; and alignment with wellbeing and progression principles.
- **Link:** Additional Learning Needs Code 2021  
<https://www.gov.wales/additional-learning-needs-code>

## 4. Public Sector Equality Duty (PSED) — Equality Act 2010 (Wales)

### What this means:

- All Welsh education providers must eliminate discrimination, advance equality and foster good relations. ALN provision supports these duties by ensuring inclusion, accessibility and anti-bullying culture.

### What this requires:



- Accessible content; inclusive practice for learners with ALN; proactive equality planning.
- **Link:** Public Sector Equality Duty for Schools in Wales [https://www.equalityhumanrights.com/sites/default/files/ehrc\\_psed\\_guide\\_for\\_schools\\_in\\_wales.docx](https://www.equalityhumanrights.com/sites/default/files/ehrc_psed_guide_for_schools_in_wales.docx)

## 5. Curriculum and Assessment (Wales) Act 2021

### What this means:

- Places the Curriculum for Wales into law and sets statutory requirements on progression, assessment and curriculum design for 3–16 education. FE providers must ensure continuity of wellbeing, inclusion and personal development beyond 16.

### What this requires:

- Schools must demonstrate alignment to the Act's expectations; FE providers must build upon these principles in 16–19 curricula to ensure continuity for learners with ALN.
- **Link:** Curriculum for Wales — Summary of Legislation <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation>

## 6. Safeguarding & Online Safety (Welsh Government / Hwb)

### What this means:

- Welsh Government guidance identifies digital risks such as misinformation, grooming, and harmful content. ALN learners may require enhanced protective education.

### What this requires:

- Strengthening digital resilience, safe decision-making, responsible behaviour and help-seeking routes.
- **Link:** Hwb — Online Safety & Safeguarding Guidance <https://hwb.gov.wales>

## 7. Estyn — Inspection Expectations for Wellbeing, Inclusion & Personal Development



### What this means:

- Estyn evaluates how schools and FE providers promote wellbeing, safety, inclusion and personal development. ALN provision is a core component of these judgements.

### What this requires:

- Coherent, planned wellbeing/ALN curriculum; evidence of inclusion and progression; support for relationships, resilience and safety.
- **Link:** Estyn — Curriculum for Wales References <https://democracy.swansea.gov.uk/documents/s110851/Education%20Scrutiny%20Panel%20June%202025%20-%20Curriculum%20for%20Wales%20update%20v1.0.pdf>

## 8. Agored Cymru — Personal and Social Education Qualifications (Optional in FE)

### What this means:

- These qualifications support wellbeing, resilience, citizenship and decision making. They can supplement ALN-inclusive personal development pathways in FE.

### What this requires:

- Alignment of delivery to qualification outcomes; integrated use within wider ALN and wellbeing strategy.
- **Link:** Agored Cymru — PSE Qualifications <https://www.agored.cymru/Units-and-Qualifications/Learning-Core/Personal-and-Social-Education>

## Appendix C — Scotland (ASN)

Scotland's Additional Support Needs (ASN) framework is grounded in statutory duties placed on education authorities, supported by national policy, guidance and inspection expectations.

### 1. Education (Additional Support for Learning) (Scotland) Act 2004

#### What this means:

- This Act establishes the statutory duties on Scottish education authorities to identify, provide for and review the additional support needs of children and young people. It applies across early years, schools and colleges.
- ASN may arise from learning environment factors, family circumstances, health/disability, or social/emotional needs.



### What this requires:

- Systems to identify ASN early and ensure appropriate assessment and support.
- Regular review of support and coordinated planning where multiple agencies are involved.
- FE providers must support transitions and ensure continuity of support where ASN are identified.
- **Link:** Education (Additional Support for Learning) — Scottish Government <https://www.gov.scot/policies/schools/additional-support-for-learning/>

### 2. Additional Support for Learning: Statutory Guidance (2017)

#### What this means:

- This statutory guidance provides the national code of practice for implementing the 2004 Act, covering identification, support planning, coordinated support plans and dispute resolution. [gov.scot](https://www.gov.scot/)

#### What this requires:

- Sites must follow the Code when assessing needs, planning interventions and reviewing progress.
- Clear, consistent processes for multi-agency planning and communication with parents and carers.
- **Link:** Additional Support for Learning — Statutory Guidance <https://www.gov.scot/policies/schools/additional-support-for-learning/>

### 3. GIRFEC — Getting It Right for Every Child (National Wellbeing Framework)

#### What this means:

- GIRFEC is Scotland's national approach to improving outcomes and supporting wellbeing. It underpins all ASN practice by ensuring needs are identified early and support is coordinated.

#### What this requires:

- Use of the wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).
- Consistent planning across agencies, including FE, to ensure continuity of support into adulthood.
- **Link:** GIRFEC (Scottish Government) <https://www.gov.scot/policies/girfec/>



#### 4. Equality Act 2010 — Education Duties (Scotland)

##### What this means:

- The Equality Act applies across Scotland and protects disabled learners from discrimination. Education providers must make reasonable adjustments and promote equality and inclusion. [futurelearn.com](http://futurelearn.com)

##### What this requires:

- Inclusive ASN practice; adjustments to teaching, environment and materials; and proactive promotion of accessibility.
- FE providers must ensure accessible learning, support plans and inclusive curriculum delivery.
- **Link:** Equality Act 2010 — Education Guidance <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

#### 5. Safeguarding & Child Protection (Scotland)

##### What this means:

- National safeguarding expectations require settings to ensure all children and young people are safe, with recognition that some ASN learners may have increased vulnerability.

##### What this requires:

- Clear protective education; digital safety; awareness of reporting routes; and staff training responsive to diverse ASN profiles.
- **Link:** National Guidance for Child Protection in Scotland
- <https://www.gov.scot/policies/child-protection/>

#### 6. Inspections — Education Scotland (HM Inspectors)

##### What this means:

- Education Scotland evaluates how effectively schools meet learners' needs, including ASN identification, planning, wellbeing and inclusion.

##### What this requires:

- Evidence of planned ASN provision; effective use of assessment; strong partnership working; and learner-centred planning.
- FE providers must demonstrate inclusive practice, support for transitions and coherent learner support systems.
- **Active link:** Education Scotland Inspection Framework <https://education.gov.scot>



## 7. Learner Healthcare Needs (Scottish Government)

### What this means:

- Where learners require medication or health-related accommodations, settings must ensure safe arrangements, clear procedures and appropriate support. [gov.scot](https://www.gov.scot/)

### What this requires:

- Individual healthcare planning; training for staff; emergency procedures; and alignment with wider ASN planning.
- **Link:** Supporting Learners with Healthcare Needs  
<https://www.gov.scot/policies/schools/additional-support-for-learning/>