



## Claremont Senior School SEND Information Report 2018-19

### School ethos

Claremont Senior School builds upon the success, popularity and ethos of Claremont Preparatory School, placing the individual and their families first. We provide high quality education in a 'day/boarding school' environment. Students are expected to play an active role in every aspect of school life and will be given the unique opportunity to be involved in the ongoing development of a innovative school.

The school is part of the International Schools Partnership, a group of 31 schools spread across the world. Claremont is currently ISP's only Senior School in the UK.

### School aims

Our aim is to put in place the learning environment, expertise, guidance and opportunities that allow every individual to flourish and discover where their skills and interests lie. We are not driven solely by results in the conventional sense, but by instilling the attitude that leads to outstanding achievement in every area of a student's school experience.

Claremont Senior School seeks to nurture or provide:

- Socially responsible individuals who are able to respect themselves, each other and their environment, and make positive contributions to their school and the wider community
- A safe, creative and stimulating learning climate
- A lifelong love of learning for its own sake
- Appropriate knowledge and a wide range of skills which will enable students to leave confident, with high self-esteem, enabling them to compete and flourish in a rapidly changing world and the world of work
- An awareness and appreciation of the spiritual, moral and cultural dimensions of life
- An enthusiasm for the world beyond the classroom - in particular, sport, music and the performing arts
- A respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally

**We promise to do everything we can to give young people the confidence to make bold and good decisions.**

**We promise to do everything we can to encourage young people to be busy and unafraid of risk taking within a safe and kind community.**



**We promise to do everything we can to promote a positive attitude to learning in all areas of life.**

## **Statement of Intention for Learning Support**

The Learning Support at Claremont assists pupils who may require additional medical, physical or academic support to experience the depth and breadth of opportunity that the curriculum and wider school life offers. We are committed to providing all our pupils with equal opportunities to reach their personal best in all areas of the curriculum. The Learning Support department exists to help the school fulfil its commitment to enabling pupils to leave Claremont School as caring, confident and independent individuals. Pupils gain the confidence to believe in themselves and in what they can achieve, as well as acquire the skills necessary to make the most of future opportunities, hence they thrive and excel.

We use our skills, knowledge and experience to help pupils, colleagues and families to achieve better outcomes and results for individual pupils who may be referred to us for a variety of reasons. For example, pupils may not be making their expected progress, or we may need to consider a pupil's language needs, or may be asked to extend and challenge a more able pupil.

## **Aims of our provision in regards to pupils with SEND**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- 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.

## What are special educational needs or a disability (SEND)?

At Claremont, our SEN Policy relates to the SEN Code of Practice (2014) and the definitions of special educational needs and disability (SEND) are taken from section 20 of the Children and Families Act, (2014). This states:

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

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## The kinds of SEND for which provision is made at the school

Children and young people with SEND have different needs, but the general presumption is that all children with SEND 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 SEND 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 governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of 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 they consider



that their child's needs can be better met in specialist provision.

### How does our school know if pupils need extra help?

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.
- A pupil asking for help
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical

If it is felt that a pupil's difficulties will need support beyond the school, a CAF (Common Assessment Framework) process may be implemented. A CAF aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. It is a joint needs assessment with shared decisions on priorities; it identifies all available resources and makes joint plans to deploy them. The Head Teacher, Mr Ed Dickie, is trained to undertake this assessment.

### What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This may then result in a referral to the school SENCO whose name is Mrs Lorraine Kasztura and whose contact details are:

Telephone: 01580 8303964 or by Email: [lorraine.kasztura@claremontschool.co.uk](mailto:lorraine.kasztura@claremontschool.co.uk)

Parents may also contact the SENCO or the Head Teacher 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.

### How will the school support a child with SEND?

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 national curriculum 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, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will 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.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process (assess, plan, do, review), which is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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.

Further information about EHC Plans can be found via the SEND Local Offer:

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer) or by contacting the Parent Partnership Service:  
[informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk) or by telephone 0345 608 0192

## How pupils are involved in decisions regarding their educational needs and provision

The main is to encourage and support pupils to participate in all decisions-making processes that occur in their education. Encouraging reflection and to self-critique teaches pupils to be self-aware and consequently active and independent learners. Target setting on a regular basis allows pupils to develop a sense of ownership and to take responsibility for their success. At the end of each half term pupils discuss their ATL targets with their tutors and refer to the subject teachers comments and jointly plan a set of SMART targets on the areas that the pupil wishes to develop.



As with everything related to your child in our school – they have an opinion and voice that is listened to. Most importantly, we pride ourselves in the effective relationships that we have with our students – which means that we have daily, open conversations with our students leading to a very clear picture of what they enjoy, what works and what they need.

### **How will the curriculum be matched to each child's needs?**

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.

### **How will parents know how their child is doing?**

Claremont School believes that a close working relationship with parents is vital in order to ensure that there is early and accurate identification and assessment of SEND which leads to appropriate intervention and provision, continuing social and academic progress of children with SEND and the setting of effective personal and academic targets.

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 home-school planner a useful tool to use to communicate with school staff on a more regular basis.

In the case of pupils with EHC Plans, meetings take place to discuss progress and support and parents are involved in the annual review process.

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: 01580 830396

### **How will parents be helped to support their child's learning?**

Please look at the school website. It can be found at [www.claremontschool.co.uk](http://www.claremontschool.co.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The 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.

### **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

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.

### **What support will there be for children overall well-being?**

The staff approach is inclusive, positive and welcoming to all. We provide a flexible approach to routine and environment which are based around the needs of the pupils. Open, transparent communication is encouraged from the start.

A pupil's physical and emotional wellbeing will be supported initially through forming a strong attachment with their tutor and subject teachers who will also be responsible for their personal care needs.

Staff have received first aid training and more specific training is accessed when required e.g. using an Epi-pen.

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.





- Pupils who find unstructured times difficult are provided with a space within the learning support area where pupils can play board games, read, draw/paint and develop their social interaction skills
- All students have the opportunity and are encouraged to share their views through conversations with their tutor and subject teachers
- A range of strategies are available to help manage social and emotional development.
- Behaviour is managed sensitively and appropriately by staff. Reasons for unacceptable behaviour will be sought. Adults act as good role models for positive behavior; this is underpinned by policies and procedures

### **Pupils with medical needs**

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 pupil 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 school Medical policies.

### **What specialist services are available at the school?**

The school has access to a range of specialist support:

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

### **What training do the staff supporting young people with SEND undertake?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses; she facilitates/signposts relevant SEND focused external training opportunities for all staff, as well as disseminating information and delivering training to staff across the school.

We recognise the need to train all our staff on SEND issues and we are committed to supporting this professional development. The SENCO, with the senior leadership team, ensures that training



opportunities are matched to school development priorities.

All staff complete numerous online courses through Edu-care on a yearly basis. Staff undergo First Aid Training.

The SENCO has a Post Graduate Certificate in Practice: National Award for Special Educational Needs Coordination, Level 7 Organisation Postgraduate Award of Proficiency in Assessment for Access Arrangements and various other SEND training course qualifications. The other staff members of the learning support team have Dyslexia qualifications and vast experience working with pupils with additional educational needs.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all pupils 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.

### **How accessible is the school environment?**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

### **How will the school prepare/support my child when joining or transferring to a new school?**

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

#### **On entry:**

- We encourage all new prospective students and parent/carers to visit the school before starting. New pupils are then invited for a taster day(s), so they get the full experience of Claremont Senior School
- 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 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.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Pupils transferring up from the Prep School are invited with their parents/carers in to meet their new form tutor and have a tour around the school through an after school event.

- The SENCO from the Prep school and the SENCO from the Senior meet up to discuss the pupil's strengths and needs prior to them joining year 9

### **Transition to the next school, preparation for adulthood and independent living**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y11 for pupils with an EHCP begins the process where parents are supported to make decisions regarding post 16 choices.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will contact each other to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school will be transferred when requested from the new school

### **After school:**

- The school provides support for UCAS Programmes and Careers. This process is a long and detailed process, which will develop further as the students' progress in their first year. The first steps in deciding on the best future for each student will be a series of individual meetings with their form tutor. In these meetings, the tutor will aim to provide each pupil with information relating to their interests. There will be many presentations and trips arranged throughout the year to expose student to the various opportunities beyond Sixth Form life as possible. There are regular trips held at the end of the summer term as well as the beginning of the A2 year to University Fairs as well as careers fairs. We advise that pupils check notice boards regularly for information on upcoming trips and events – further details are available in the CSS careers policy.
- 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.  
**<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 – 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.



## How are the school's resources allocated and matched to children's SEND?

Pupils who have an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed during the review meetings to ensure the best value is achieved. More information about SEND finances is available on Local Authority Local Offer Website.

In the Senior school classes, there are no Teaching Assistants.

The school has a Learning Support Department, run by the Special Educational Needs Co-ordinator (SENCO), Mrs Lorraine Kasztura. This provides support for students with a wide range of learning needs and can arrange assessments if it is felt that your child has a learning difficulty. This is especially pertinent to the provision of special circumstances for external examinations.

Specialist timetabled Learning Support provision is available either as group or 1:1 sessions. This incurs an extra charge. Please see the SENCO for details.

At Claremont Senior School pupils may opt out of either French or Spanish in Year 9 and instead have extra core lessons (English, Maths or Science) or join a small learning support group. These lessons carry an additional charge.

In Year 10 and Year 11 pupils may choose an LS Option at GCSE, where they will be part of a small group lesson where their individual needs will be supported, whether literacy, maths or curricular based. These lessons carry an extra charge.

Alternatively, pupils at Claremont Senior School may choose to have individual support lessons either during Activities or in an appropriate lesson during the day. These lessons carry an extra charge.

In the Sixth Form, pupils may opt for an individual lesson of learning support at a fixed time, during a study period. These lessons carry an additional charge.

EAL (English as an additional language) support is provided on an individual or group basis by arrangement with Françoise Armstrong, Assistant Head. These lessons carry an extra charge.

## How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO and parents/carers.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.



## How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCO or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies

The Friends of Claremont School (FOCS) is a parent body that works to enhance the life of the school and to fund educational resources and experiences for the children. They arrange many events throughout the year for parents/carers and children alike (for example, Christmas Fair, an Easter Egg Hunt and Bonfire Night), and always welcome new members to help.

Expertise of parents/carers is used to enhance curriculum work when applicable and they are sometimes asked to come in and share their experience, knowledge and skills. Termly calendars are available on the school website to inform parents/carers of forthcoming events; a biannual review is also available.

## Who can I contact for further information or if I have any concerns?

The first point of contact within the setting is your child's tutor. The SENCO will be able to offer advice and will be able to signpost parents/carers to other professionals who may be able to help, such as the Health Visitor, Speech and Language Therapist (SALT), Paediatrician,

If your child has a diagnosed special educational need or disability and you would like to know more about how we could support them, please contact the SENCO:

**Mrs Lorraine Kasztura**  
**SENCO**  
**Claremont Senior School**  
**Bodiam, Robertsbridge**  
**East Sussex**  
**TN32 5UJ**

**Tel: 01580 830396**

**Email: [lorraine.kasztura@claremontschool.co.uk](mailto:lorraine.kasztura@claremontschool.co.uk)**

**Website: [www.claremontschool.co.uk](http://www.claremontschool.co.uk)**

**For complaints, please contact the Head teacher, Mr Dickie or the SENCO**

**Tel: 01580 830396**

**Email: [headmaster@claremontschool.co.uk](mailto:headmaster@claremontschool.co.uk)**



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## Support services for parents of pupils with SEN include

The school continues to build strong working relationships and links with external support services (both in the public and private sector) in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school.

Claremont School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- East Sussex Education Psychology Service
- Independent Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- East Sussex Educational Support, Behaviour and Attendance Service (ESBAS)
- Social Services
- East Sussex Children's Integrated Therapy Service (Speech and Language, Occupational Therapy and Physiotherapy) Service
- East Sussex Sensory Needs Service (hearing, vision and physical impairment)
- East Sussex Communication, Language and Autism Support Service (CLASS)
- Independent Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek advice/support. Information on this service is located here

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/advicesupport/>

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:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/advicesupport/disagreements/ehc-plans/>

**Information on where the Local Authority's Local Offer can be found.**



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This information can be found here:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/>

## References

SEND Code of Practice, (2014)

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

Section 20 of the Children and Families Act, (2014)

<http://www.legislation.gov.uk/ukpga/2014/6/section/20/2015-10-19>

National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

The Local Offer

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

Parent Partnership Service

[informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk)