

CURRICULUM AND ASSESSMENT POLICY

POLICY FOLDER: LAMLEDGESCHOOL

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1. INTRODUCTION

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular and recreational activities that the school organises in order to enrich the experience of the students and develop skill in vocational areas. It also includes personal skills that students learn from the way they are treated and expected to behave. We aim to teach students how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the values that are important in our school. The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- Respect ourselves and everyone around us.
- Self-awareness and Resilience.
- Honesty and Fairness.
- Consideration and Cooperation.
- Reparation and moving on.
- Equality of Opportunity and Adaptability.

2. CURRICULUM INTENT

The intent of our curriculum is to:

- Enable all pupils to make good progress according to their abilities.
- Promote a positive attitude to learning and a strong foundation for lifelong learning.
- Teach essential skills in literacy, numeracy, and computing.
- Use assessment to support progress and improvement.
- Encourage creativity, independent thinking, and problem-solving.
- Develop understanding of the world, society, and how they change over time.
- Embed British values and prepare students to be responsible, positive citizens.
- Support spiritual, moral, social, and emotional development, including respect, responsibility, and resilience.
- Build self-esteem, teamwork, and cooperative skills.
- Provide cultural capital so students are confident in new situations and prepared for later life.

3. CURRICULUM APPROACH

Intent	Implementation	Impact
A progressive curriculum that builds on prior knowledge and skills.	Lessons planned using National Curriculum or accredited course outcomes; logical, coherent sequences connect new and existing knowledge.	Pupils develop knowledge and skills across 5 Key Stages, learning builds towards clear goals.
Equal opportunities for all learners, including disadvantaged, most able and SEND.	Differentiated lessons based on attainment data, reading ages, individual support plans, EHCPs; SEND Team support with targeted interventions.	All pupils succeed within a broad, rich curriculum; strengths recognised; progress secured for all groups.
Develop literacy and vocabulary across all subjects.	Subject Leaders plan vocabulary development; lessons embed challenging, relevant vocabulary; pupils record ideas through varied media.	Pupils' vocabulary grows extensively; confidence in communication increases; literacy supports success across subjects.
Embed knowledge in long-term memory.	Curriculum Intent Statements revisited; lessons include recall of prior knowledge and previous learning; teaching methods matched to learning styles.	Pupils retain knowledge from previous units and Key Stages, strengthening long-term recall and application.
Prioritise reading so all pupils can access the curriculum.	STAR testing on entry and 3 points through the year to measure progress; targeted interventions (Accelerated Reader, Read Write Inc., Arrow). Subjects promote independent reading.	Pupils read fluently at age-appropriate levels; reluctant readers supported; access to all curriculum areas improved.
Promote SMSC and British Values across the curriculum.	Subject Leaders map SMSC/Values in long-term plans; opportunities to discuss, reflect and engage with diverse texts, ideas and activities.	Pupils become reflective, respectful, and socially aware; develop cultural capital; understand democracy, liberty, and diversity.
Use assessment to drive progress and inform teaching.	Subject Leaders and teachers use assessment for learning, marking and feedback to identify misconceptions and plan next steps.	Pupils embed knowledge, use it fluently, and understand their learning goals and next steps.

The Head Teacher and senior management will exercise their responsibilities to ensure the objectives are met and that staff expertise is used effectively. What is taught and how it is taught will be matched to students' ability and aptitude. Curriculum design and planning will be undertaken at a number of levels: whole school, year group and individual teaching staff. Views of parents, carers and students will also be taken into account.

4. IMPLEMENTATION – TEACHING AND LEARNING

Fundamental to the curriculum is the quality of teaching and learning. We will look for ways to continually improve the quality of teaching, based on agreed quality standards and a reflective, collaborative approach. To improve the quality of learning we will promote more independent and personalised learning, particularly through computing and take account the needs of students of all abilities, including those who are higher prior attainers.

To ensure the quality of teaching and learning we are committed to:

- Regular monitoring of teaching and learning by senior leaders and others through:
 - Ongoing Learning Walks through the school's "open door policy".
 - On-going SEND Provision/Environment Walks.
 - Subject Reviews
 - CPD – Informed by:
 - The outcome of quality assurance processes by leaders.
 - Staff self-assessment of skills.
 - Assessment data collection and moderation – 3 x per year.
 - Performance Management – Progress Meetings following data collection.
- Continuing Professional Development for staff, with an emphasis on sharing best practice. We will ensure that all staff have regular opportunities to work as a team or with partner schools on developmental issues relating to pedagogy.
- Performance Management systems which focus on developing individual staff as reflective practitioners who are motivated by success.
- Regular target setting and review for students at all levels and in all subject areas.
- Assessment for learning which aims to develop higher order questioning, peer and self-evaluation, high quality feedback and students who are clear about the assessment criteria against which they are judged.
- Effective support systems for students who arrive at Lamledge School already vulnerable to social or educational exclusion.
- A wide range of vocational qualifications which complement the more traditional range of qualifications.

Observation of learning is an important aspect of our work. All tiers of staff drop into lessons for a wide range of reasons, wherever appropriate. Learning walks and work scrutiny are calendared throughout the year however there will be times where staff drop in to lessons on a day-to-day basis as part of daily check ins.

5. IMPACT – REVIEWING AND MONITORING THE CURRICULUM

The curriculum is the Head Teacher's and Senior Management Team's responsibility. The school and the Senior Management Team have a collective responsibility for monitoring the curriculum to ensure that legal requirements are met and that a broad, balanced, coherent curriculum is provided that positively impacts our student's attainment and development as individuals.

The School Development Plan will set out the priority areas for review, development and action. This will be linked to and supported by efficient and effective financial planning. The school will evaluate their development against national, local and school identified quality criteria in order to examine their progress.

Part of this evaluation will be conducted by and jointly with an appointed School Improvement Partner/Quality assurance partner.

Quality assurance activities of the curriculum and its implementation will include:

- Ongoing Learning Walks through the school's "open door policy".
- On-going SEND Provision/Environment Walks
- Subject Reviews – 2 per academic year for Maths, English and Science and 1 per year for other subjects.
- CPD – Informed by the outcome of learning walks and work scrutiny
- Assessment data collection and moderation – 3 x per year
- Performance Management – Progress meetings following data collection.

Observation of learning is an important aspect of our work. All tiers of staff drop into lessons for a wide range of reasons and wherever appropriate. Learning walks and observations are calendared throughout the year however there will be times where staff drop in to lessons on a day-to-day basis as part of daily check ins.

6. KEY STAGE 1&2 CURRICULUM

At Key Stage 1 and Key Stage 2 the curriculum is broad and balanced. At Lamledge school, we value each student as an individual, recognising their unique needs, talents, and learning journeys. We embrace their skills and interests, nurturing potential through an empowering curriculum that equips them with the knowledge, skills, and values needed for life beyond school. It is upon these values that we base our primary curriculum.

We want to ensure, via the curriculum we offer within Key Stage 1 and 2 that our students have:

- Confidence in themselves as a positive learner and member of our school community
- A sound knowledge of basic skills, with reading and literacy skill at the centre of all we do
- An understanding of the Social, Moral, Spiritual and Cultural virtues they all possess
- Aspiration and resilience to aim high and challenge themselves to achieve their full potential
- A sense of belonging, a moral purpose and respect and tolerance for others

Students have access to; English/Phonics, Maths, Science, Computing, PE, PSHE, Art, Design and Technology, Food Technology, RE, History, Geography, Citizenship, Music.

Within our primary curriculum offer, we also provide bespoke sessions that focus on supporting our pupils' special educational needs as outlined in their EHCP's; communication and interaction; cognition and learning; social, emotional, mental health; sensory/physical needs.

7. TRANSITIONARY CURRICULUM – Y7

At our school we recognise that the move from a primary-style structure to a secondary model can be a significant change for pupils. To support this, we have developed a transitional curriculum in Year 7 which bridges the gap between the two phases and ensures that pupils feel secure, supported, and well-prepared for the next stage of their education.

In the primary phase, pupils are taught predominantly by their class teacher, with some access to specialist teaching in areas such as Humanities and Forest School. This provides pupils with stability, strong relationships, and a consistent learning environment, while also allowing them to benefit from subject expertise.

In the secondary phase, pupils are based in a form room but move around the school to access subject-specialist teaching. This provides access to a broad and challenging curriculum, delivered by teachers with expert knowledge in their subject areas.

The Year 7 transitional curriculum combines the strengths of both models. Pupils continue to be taught mainly by a class teacher, maintaining consistency and familiarity, while also increasing their exposure to specialist teachers in a wider range of subjects. This gradual introduction helps pupils develop the routines, independence, and organisational skills required in secondary school, without losing the sense of belonging and security they have been accustomed to in primary. By the end of Year 7, pupils are confident in moving between classrooms and subject areas, ready to fully embrace the secondary curriculum in Year 8 and beyond.

8. KEY STAGE 3 CURRICULUM

Key Stage 3 allows students and teachers to address their subject in more depth and detail. Students are challenged both academically and practically via a range of different learning experiences. Students have access to; English, Maths, Science, Computing, PE, PSHE, Citizenship, Art, Design and Technology, Food Technology, Geography, History, Outdoor Education, RE. They also have access to a wider curriculum through KS3 options; Sport, Hair & Beauty, Construction, DT and Music. By experiencing a broad range of subjects our students are enabled to make considered choices regarding their Key Stage 4 Options.

9. KEY STAGE 4 CURRICULUM

Our Key Stage 4 curriculum is designed to equip pupils with the knowledge, skills, and experiences they need for success in examinations, further education, employment, and life beyond school. It balances a core entitlement for all pupils with opportunities to pursue individual interests through a broad range of option subjects.

All pupils study a core curriculum that includes:

- English, Mathematics, and Science – providing essential qualifications and key academic foundations.
- Citizenship, PSHE, and PE – ensuring pupils develop as healthy, informed, and active citizens.
- Computing – building digital literacy and preparing pupils for a technology-driven world.
- Employability Skills and the Duke of Edinburgh's Award (DofE) – giving pupils practical skills, resilience, teamwork, and leadership opportunities that support personal growth and future career pathways.

In addition to this core offer, pupils select from a wide range of option subjects organised into three option blocks. This ensures breadth, balance, and personalisation within the curriculum. Options currently include:

- Sport
- Hair & Beauty
- Music
- Design Technology (DT)
- Construction
- Home Cooking Skills
- Art
- Geography
- Outdoor Education

This combination of core and optional subjects enables our pupils to achieve recognised qualifications while also developing their talents, interests, and vocational skills. By the end of Key Stage 4, pupils leave with a strong academic foundation, practical skills, and the confidence to progress successfully onto further education, training, or employment.

Given the small size of our cohorts, we are able to take a flexible approach to curriculum planning. Where pupils have specific interests or aspirations that are not covered by our existing option subjects, we will, where possible, introduce new courses or pathways to meet these needs. This ensures that our curriculum remains responsive, personalised, and aligned with pupils' strengths and future goals, while also broadening the range of opportunities available to them.

10. POST-16 CURRICULUM

Our Post-16 curriculum builds on the foundations established in Key Stage 4, ensuring continuity, progression, and preparation for adulthood, further education, training, or employment. Pupils continue to follow a core entitlement that consolidates essential skills and personal development:

- English and Mathematics – extending literacy and numeracy skills to support qualifications and everyday life.
- Citizenship and PE – promoting healthy lifestyles, social responsibility, and active engagement in the community.
- Employability Skills and the Duke of Edinburgh's Award (DofE) – developing resilience, leadership, teamwork, and practical skills valued by colleges, employers, and society.

Pupils can also select from the option subjects offered at Key Stage 4 (e.g. Sport, Hair & Beauty, Music, Design Technology, Construction, Home Cooking Skills, Art, Geography, Outdoor Education), with options adapted where possible to reflect individual interests and aspirations. This continuity allows pupils to deepen their learning in areas of strength while exploring new pathways aligned with their goals.

In addition, the post-16 curriculum includes work experience placements and independent study time, fostering autonomy, self-management, and workplace readiness. By maintaining the balance of core subjects, personalised options, and practical experience, pupils make a smooth transition from KS4, leaving school with the qualifications, skills, and confidence to succeed in adult life.

11. WORKSPACES AND CLASSROOMS

The learning environment is a vital part of the curriculum. Classrooms and workspaces are designed to be **safe, structured, and nurturing**, enabling all pupils to access learning successfully.

- **Safe and supportive:** Classrooms are arranged to reduce anxiety and distraction, with clear routines and expectations that promote emotional security. Risk assessments inform the organisation of space, ensuring that pupils feel physically and emotionally safe.
- **Flexible and inclusive:** Workspaces are adaptable to meet the needs of individuals and groups. Pupils may learn in whole-class settings, small groups, or individual spaces, depending on what best supports engagement and progress.
- **Calm and purposeful:** Rooms are organised to minimise clutter and sensory overload, while still displaying pupil work and curriculum resources that build pride and celebrate achievement. Sensory boxes, filled with calming and fidget resources, are available to support pupils' emotional regulation and focus.
- **Relationship-centred:** Seating plans and classroom layouts are considered to encourage positive interactions, with staff positioned to offer support and maintain strong relationships.
- **Practical and functional:** Pupils have access to appropriate resources, technology, and equipment to meet curriculum needs. Breakout areas are also available for 1:1 working.

Through careful planning of workspaces and classrooms, including the use of **sensory tools**, we ensure pupils with SEMH needs experience an environment where they can feel calm, valued, and ready to learn.

12. PLANNING AND RESOURCES

All courses/departments are expected to have **Long Term Plans** (LTP) and **Medium-Term Plans** (MTP) in place by September to cover the whole academic year. MTPs can be created or adapted from published materials but should have the school front page adapted for each teaching group. This enables staff to be guided through the learning expectations and plan in advance. Planning and resources should be uploaded to the [Subject Planning Folder](#). Opportunities are provided across the year for staff to share their best practice with each other and draw upon each other's expertise and ideas. Staff are encouraged not to 'reinvent the wheel', but to spend time planning and preparing resources together and for each other.

13. MARKING & FEEDBACK

RATIONAL

At Lamledge School we have a consistent approach to marking and feedback. All students are entitled to regular and constructive feedback on their learning, therefore all teaching staff will give feedback and mark work as an essential part of the assessment process. High quality and effective feedback, marking and assessment enables teachers to fully understand the effectiveness of the learning they provide students, and students to self-improve and reflect on their own learning. Due to our small group size, and intense knowledge of our students, verbal feedback is integral to our working practice, with high quality verbal feedback being given on a continuous basis, relating to attainment, achievement and engagement, this is then supported via written methods and data tracking.

AIMS

Through effective marking and feedback we work together to:

- Show students that we value their work and encourage them to do the same.
- Improve self-esteem through the use of praise and encouragement.
- Give students specific information on the extent to which they have achieved the Learning Intent.
- Identify any misconceptions and use this to inform future planning.
- Share expectations about the work and progress.
- Give students effective feedback recognising their achievements and where they can make further improvements.
- Inform the individual tracking of progress.
- Provide students, parent/carers, Local Authorities and Virtual Schools accurate tracking data relating to achievement and predicted outcomes.

MARKING AND FEEDBACK FUNDAMENTALS

Marking and Feedback should:

- Marking should be linked to the learning intent (LI), with the date and LI present on every piece of work.
- Use green pen for clarity and consistency.
- Identify what pupils do well and provide actionable steps to improve, including Close the Gap (CTG) tasks, which pupils should respond to.
- Complete marking regularly, with a maximum of one week between work completion and feedback.
- Include self- and peer-assessment at least once per half term where appropriate.
- Use marking codes, including for SPAG errors, and ensure symbols are displayed in classrooms.
- Feedback should be meaningful to pupils, staff, and parents/carers, with praise and encouragement embedded in activities.
- Show progress over time and ensure feedback feeds into school assessment systems such as SOLAR and EFL.

MARKING SYMBOLS

I – for independent work

S – for supported work

G – for group work

V – for verbal feedback

○ - Punctuation mistake (circled)

Spelin - Spelling mistake (underlined)

? - Grammar mistake/Sense mistake

END OF TOPIC/UNIT FEEDBACK

At the end of each topic or unit, pupils must receive **meaningful, actionable feedback** that highlights their strengths and identifies clear next steps for improvement.

Feedback must be **linked to the learning aims for the unit/topic**, supporting pupils to consolidate knowledge, close gaps, and prepare for future learning.

Pupils will be **given dedicated time to respond** to feedback, either in writing or verbally, demonstrating engagement with the suggestions and making improvements to their work. This reflective process ensures that feedback is not only received but **actively acted upon**, reinforcing learning and promoting ownership of progress.

Teachers will monitor pupil responses to feedback to ensure **progress is evident**, and this information will feed into ongoing assessment and planning, helping to tailor future lessons to the needs of each pupil.

EXPECTATIONS

	Every Lesson	Every unit/half term	Every Term
Teacher	<p>Light touch marking-Work marked for SPAG and Engagement/praise.</p> <p>Work coded as being I-Independent, G-Group, S-Supported</p> <p>Attainment statements/learning outcomes dated on completion.</p>	<p>End of topic/unit feedback with time provided for pupils to respond to feedback.</p>	<p>Attainment data provided for data point.</p> <p>2 annual school reports provided with feedback on student progress, attainment and engagement</p>
Student	<p>Date and Learning Intent recorded on the page (can be supported by teaching staff).</p> <p>Students respond to previous SPAG errors</p>	<p>Evidence of self-assessment completed for one piece of work</p> <p>Where possible, peer assessment completed for one piece of work</p> <p>Student response to end of topic/unit feedback.</p>	

ASSESSING THE QUALITY OF FEEDBACK

Verbal feedback is carefully monitored via the use of learning walks, and formal observations by SLT and Middle Leaders. Work scrutiny and data triangulation takes place following each data point, with quality analysis looking at the effectiveness and consistency of marking across all subject areas, and how this triangulates with attainment data and the learning taking place in classrooms. SLT and MLT also make informal drop-ins to student books/folders to assess individual student and group student progress.

14. ASSESSMENT

THE PURPOSE OF ASSESSMENT

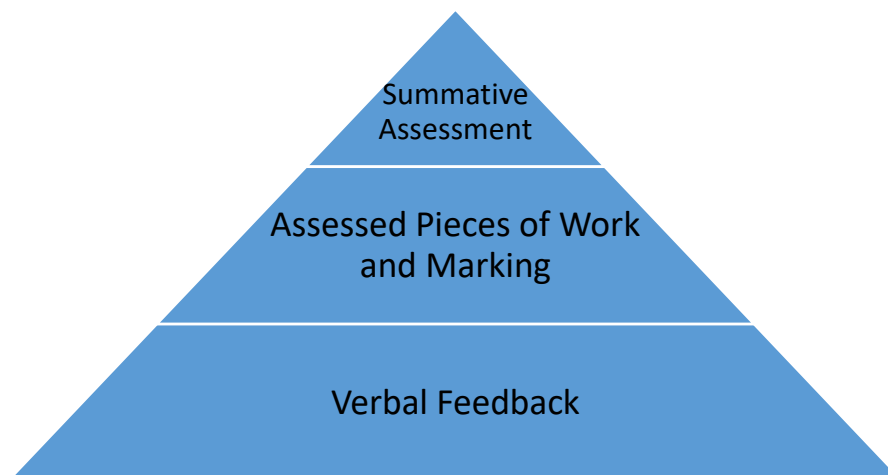
Our assessment ensures that:

- Teachers can assess what students know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all students
- We can identify students who are falling behind and therefore plan support to address their needs.
- We can identify students exceeding expectations and therefore plan work to extend them further.
- We can provide parents and carers with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.
- We celebrate success to help pupils build confidence and self-esteem.

Types of Assessment	
Formative	Summative
Assessment for Learning	Assessment of Learning
On-going process that checks for understanding, identifies misconceptions, struggles, and learning gaps. This enables effective planning and adaptation of teaching in the moment.	Evaluates student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program.

Assessment at Lamledge School follows the principle that assessment should not merely be about measuring learning; it should be about promoting learning. We recognise that when students are bored or disengaged, they cannot fully show what they know and can do. To address this, we provide rich, engaging lessons supported by enrichment opportunities such as educational visits, workshops, and themed days/events.

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.



FORMATIVE ASSESSMENT

At Lamledge School, we recognise that effective formative assessment is crucial in enabling progress to take place. Both teachers and teaching assistants have been trained in delivering effective feedback that moves learning forwards, supports the development of metacognition, and builds confidence in learning through the celebration of small successes. Through continuous assessment that checks for understanding, staff are able to identify misconceptions, adapt teaching to meet the needs of each pupil, and provide timely, targeted support. This ensures that learning is reinforced, progress is tracked accurately, and pupils are actively engaged in reflecting on and responding to feedback to strengthen their knowledge, skills, and confidence.

SUMMATIVE ASSESSMENT & ATTAINMENT

At Lamledge School, we use a variety of **summative assessment methods** to measure pupil attainment, monitor progress, and inform curriculum planning. Summative assessment is important because it provides a clear picture of what pupils have learned, identifies areas for further development, and supports the setting of realistic targets for future learning.

Key Stage 1-3

- Pupils' progress is tracked using **SOLAR**, which holds attainment statements linked to national curriculum for each subject based on year-specific expectations.
- Staff **dynamically check attainment statements** as and when pupils provide evidence of being emerging, developing, or secure, allowing for a detailed understanding of knowledge and skills acquisition.

Key Stage 4 and 5

- Teachers provide **forecast grades** for each subject based on expected outcomes at the end of the key stage.
- Alongside forecast grades, a **progress indicator** is recorded:
 - N no progress
 - P- below expected
 - P expected,
 - P+ above expected.

Reading, Literacy, and Numeracy Assessment

- Pupils undertake short assessments via **STAR English and Maths**, providing scaled, nationally comparative scores. These are used to identify pupils requiring targeted interventions.
- Additional exploratory assessments, such as **YARK, SWST, and SWRT**, may be conducted by the SEND team to identify specific learning needs.
- Functional Skills English and Maths assessments are offered across **three yearly windows**, alongside summer exams, ensuring pupils leave with secure literacy and numeracy skills.
- Pupils may also be assessed when ready, for example, confident Year 9 pupils may undertake assessments earlier. **Preparing pupils for exam conditions** is a key focus to build confidence and success.

EHCP Target Assessment

- Pupils are also assessed **holistically against their EHCP long- and short-term targets** using **Evidence for Learning**, ensuring individualised progress is monitored and recorded.

15. MONITORING AND SHARING STUDENT PROGRESS

Student progress is communicated clearly and consistently through a combination of formative and summative feedback from teaching staff. This includes ongoing formative feedback, such as verbal guidance during lessons, questioning to check understanding, live marking, and written comments that highlight strengths and identify precise next steps for improvement. Staff also use peer- and self-assessment opportunities to engage students in reflecting on their own progress and understanding how to improve their work. Summative feedback is provided through end-of-unit assessments, tests, and project outcomes, which give pupils a clear indication of their overall attainment against curriculum expectations and targets. Together, these approaches ensure that students know how well they are achieving, where they are making progress, and what actions they need to take to improve further.

Parent/Carer Engagement:

Each term, students, parents/carers, and teachers take part in consultation meetings. These meetings provide an opportunity to discuss learning progress, reflect on how students feel about their achievements, and receive tailored advice from teachers based on current progress. In addition, parents/carers receive two written reports per year, with further updates shared as part of LAC, PEP, and SEN reviews where relevant. Reports outline academic attainment, targets for improvement, and commentary on engagement, relationships, behaviour, and attitudes to learning.

Internal Monitoring:

Once each term, SLT meet with Middle Leaders to review submitted progress data. These meetings focus on evaluating student performance against age-related expectations and key stage targets. The discussions ensure that support strategies are in place for students at risk of falling behind, while also identifying extension opportunities for those exceeding expectations. Leaders work with class teachers and subject leads to plan personalised actions that meet the diverse needs of learners and accelerate progress where required.

16. TARGET SETTING

Target setting is an essential part of ensuring that pupils are supported and challenged to achieve their full potential.

- **Purpose of Targets:** Targets provide pupils with clear, measurable goals that reflect both their current attainment and their potential for progress. They are designed to motivate pupils, guide teaching, and inform parents/carers about learning priorities.
- **How Targets Are Set:**
 - Targets are evidence-based, drawing on baseline data (e.g. prior attainment, reading and spelling ages, diagnostic assessments, and teacher judgement).
 - They are personalised to reflect each pupil's individual needs, including those with SEND or those exceeding expectations.
 - Targets align with national curriculum standards, GCSE/Functional Skills grades, or Entry Levels, ensuring they are both ambitious and achievable.
- **Communicating Targets:**
 - Staff will provide bi-annual reports to parents/carers and pupils which include attainment information alongside specific targets for improvement.
 - Pupils will also be given Target Cards within lessons. These act as working documents that pupils can regularly revisit, helping them to track their progress, reflect on feedback, and understand the next steps in their learning.
- **Monitoring and Review:**
 - Targets are reviewed termly through formative and summative assessments.
 - Teachers, subject leaders, and senior leaders monitor progress towards targets and adjust them where necessary to ensure that they remain relevant and challenging.
 - Pupils at risk of falling behind are identified promptly and supported through subject-specific interventions; pupils exceeding expectations are provided with extension opportunities.

17. APPENDIX 1 – REFERENCES AND LEGAL CONTEXT

- Education (Independent School Standards) Regulations 2014 (Amendment 2018)
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice, 2015
- The National Curriculum in England: Key Stages 1–4 (DfE, 2014, updated)
- Keeping Children Safe in Education (KCSIE, 2023)
- Equalities Act 2010