



# Pendle Education Trust



## Policy/Procedure/Guideline Review

<b>Policy/Procedure/Guideline:</b>	Special Educational Needs Policy
<b>Senior Manager Responsible:</b>	C Swain, Deputy Principal
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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Primet Academy's Special Educational Needs and Disabilities vision is to identify and remove the barriers students with SEND face so that they can achieve their full academic and personal potential.

We want our Students with SEND to leave Primet Academy with the skills, confidence and drive to achieve their future aspirations and to make a lasting contribution to the communities in which they live.

We value;

- All of our students, regardless of disability or special educational needs. (Our Equality Policy explain this further.)
- Our students' views, wishes and feelings.
- Parents and carers views, wishes and feelings; we acknowledge that they are the expert on their child's needs.
- Our staff and their commitment to finding personalised solutions to support students with SEND.
- The contribution that agencies and community groups make, supporting our students with SEND.
- Inclusive values such as; equality, sustainability, non-violence, trust, compassion, honesty, courage, joy, love, optimism and wisdom.
- Every child and young person's right to high quality education in their locality
- The whole development of student's personality, talents and abilities.

### Broader Aims

- We aim to create an inclusive community where everyone is valued and has access to equal opportunities.
- Our staff aim to include students with SEND by facilitating participation and displaying compassion, trust, wisdom and optimism.
- We aim to develop all our students to show compassion, an understanding of how to include others and courage to overcome obstacles.
- We aim to ensure that all SEND students leave Colne Primet with the same level of preparation and opportunities as their peers to succeed in their chosen career paths and future aspirations.



## Our approach

We work together with students, parents, staff and outside agencies to secure the best outcomes for our students with SEND.

We invest in the development of reading, writing and mathematical skills so that students with SEND may gain the skills they need to achieve in these 'Gateway subjects' that allow them to follow their chosen 16+ pathway and secures them options in the future.

We create opportunities to foster good relations between students with and without SEND through assembly themes, Personal Development (PD) lesson topics and teacher's awareness of how to model and support communication skills.

We eliminate unlawful discrimination, harassment and victimisation against students with SEND by ensuring that everyone understands what behaviour is expected of them and that the above will not be tolerated.

We promote the advance of equality of opportunities of students with SEND by making reasonable adjustments, these enable students to participate in all areas of school life such as school trips, clubs and access to further study or employment opportunities.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (s) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance guide](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs



- This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENDCO**

The SENDCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date



#### **4.2 The SEN link governor** The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The local academy council**

- The local academy council is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:
  - Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
  - Do all it can to make sure that every pupil with SEND gets the support they need
  - Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
  - Inform parents when the school is making special educational provision for their child
  - Make sure that the school has arrangements in place to support any pupils with medical conditions
  - Provide access to a broad and balanced curriculum
  - Have a clear approach to identifying and responding to SEND
  - Provide an annual report for parents on their child's progress
  - Record accurately and keep up to date the provision made for pupils with SEND
  - Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
  - Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
  - Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
  - Determine their approach to using their resources to support the progress of pupils with SEND
  - Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

#### **4.4 The Principal**

The Principal will:



- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
  - Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
  - Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
  - Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
  - Make sure that the SENDCO has enough time to carry out their duties
  - Have an overview of the needs of the current cohort of pupils on the SEND register
  - Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
  - With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
  - With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
  - With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### 4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil



## 4.6 Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
  - Invited to termly meetings to review the provision that is in place for their child
  - Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
  - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
  - Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 4.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 5. SEND information report

### 5.1 The four broad areas of need in Special Educational Needs and Disabilities (SEND) are;

- **Communication and interaction**, for example, Autism Spectrum Condition (ASC), speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, moderate learning difficulties (MLD)
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy



## 5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. School will liaise with feeder primaries and parents/carers prior to transition to illicit key SEND information – the SEND team will use this and observations of the students to establish which children are in need of SEND support. Teachers will regularly review the progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. The first response to such progress should be high-quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the teacher working with the should assess whether the child has SEND.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Parents can raise concerns about their child's development to a subject teacher or other staff member who works with their child. Children or young people who have concerns can talk to a member of staff.

When deciding whether special educational provision is required, we will start with identifying the range of needs and the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' and student's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

*\*Notes of these early discussions will be added to the student's record.*



#### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

The SENDCO invites Year 6 SEND students and their parents to a meeting in the Summer Term before starting school to gain a better understanding of the student's needs.

Communication with Year 6 teachers/SENDCOs take place in the Summer Term in order to gather information needed to plan for transition activities. The SENDCO attends the Annual Review meetings of students in Year 6 with EHCPs. All SEND information is collected or shared via Common Transfer Files from Primary Schools, this allows staff to prepare information that needs to be shared with staff in advance. Extra Transition meetings/ school visits are offered where needed.

When students are in year 9 we provide support for students with SEND choosing their option subjects. A staff mentor meets with the student to discuss their progress so far and their future aspirations and give them extra information about curriculum pathways and college / apprenticeship / employment requirements.

Work concerning preparation for adulthood is begun in year 9. Students with EHCPs meet with their key worker to create their personalised Lancashire County Council transition plan. Their key worker will support the student to work through the outcomes of their transition plan including; researching careers, provision from health and social care, college courses, apprenticeships and meaningful work experience placements.



In Year 11 SEND students are offered an enhanced transition support with a personalised approach which can include; meetings/visits to colleges, support with college application, 1:1 mentoring

## **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be scaffolded for individual students.

We will also provide the following interventions:

- Reading Plus: Reading, Memory and Spelling Skills Targeted programme.
- Reading and Spelling Support Programmes.
- Social skills programme
- Maths Whizz Targeted Intervention Programme.
- Handwriting & Touch-typing Support.
- Emotional Support from our Burnley Football Club Wellbeing Worker.
- Pastoral support from the Heads of Years and CLA Link Teacher.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

Our teaching assistants are trained to deliver a range of interventions which focus on; Reading Comprehension, Phonic Skills, Spelling, Speech and Language Therapy, Social Skills, Cognitive Behaviour Therapy Games, Memory Training, Step by Step English, Language nut.



Teaching assistants will support students in small groups when students have been identified from the data/observations as needing this to make progress in that area. We work with the following agencies to provide support for students with SEN:

- ELCAS
- Rainbow Centre
- Kindness Counselling/BFC Mentoring
- Education Psychologists
- Action for ASD North West/ADHD North West
- Children's Family & Wellbeing
- Specialist schools/Alternative Provision settings
- Visual Impairment/Hearing Impairment Specialists
- Children's Social Care

### **5.9 Expertise and training of staff**

Our Director of SEND (SENDCo) at Primet, Fiona Murgatroyd has recent experience in the role and works to ensure SEND provision is strong and students' needs are met.

We have a team with; 1 specialist teacher, 1 Higher Level teaching assistant, 1 TA level 3 with TLR, 4 Level 3 TAs who are attached to year groups as key workers for those with EHC plans, manage our Turnaround and Inspire provision & 3 Level 2 TA.

In the last 2 academic years, staff have been trained in; The SEN Code of Practice (2015), Strategies to support ADHD, Oppositional Defiance Disorder, De-escalation strategies, TRUGS (Teaching Reading Using Games), The Lifeboat Reading and Spelling Programme, Maths Whizz, IDL, as well as CPD on individuals and their needs.

Administering Medicine, Provision mapping (reviewing pupil passports, monitoring the impact of interventions) Developing the key worker role, managing an internal alternative provision

Whole staff training has focused on Adaptive teaching and how these strategies complement the work of the SEND Team and how to work effectively with TAs in the classroom.

### **5.10 Securing equipment and facilities**

We work with external agencies if students require specialist resources such as enlarged print reading books, reading pens for exams.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEN by:



- Reviewing students' individual progress towards personalised goals each term
- Regularly reviewing the impact of interventions
- SEND book scrutinies
- Termly reviews with students/parents
- Curriculum/tracking meetings include SEND student discussions
- Quality assurance of SEND provision by the SENDCO
- Holding annual reviews for students with EHC plans

### **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential and day trips – this may require special arrangements for individuals which are highlighted on the trip risk assessment. All students are encouraged to take part in sports day/school plays/special workshops, etc. Adjustments are made to facilitate this if necessary.

No student is ever excluded from taking part in these activities because of their SEND.

### **5.13 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- School provides a full time BFC Wellbeing Mentor in school & a part-time School Counsellor (3 days).
- A support space for students identified by the SEND or pastoral time to self-regulate and receive extra support before returning to lesson
- Pastoral Support Assistants for each year group – with a non-teaching role to support well-being of students.
- Outside agencies provide emotional support if it is needed and work with the students during the school day.
- Targeted intervention for some students using the Social Use of Language Programme.
- Students with SEND are encouraged to be part of the Student Voice
- Students with SEND are also encouraged to be part of Gardening club to promote teamwork/building friendships etc. Additionally, we have a lunch club for any



students with SEND to promote social skills and a quieter environment for them to regulate and enjoy their lunch break.

We have a zero-tolerance approach to bullying. Hurtful behaviour is challenged, discussed and dealt with. If appropriate, further support may be offered to students or parents who continue to display discriminatory behaviour. Our reporting system aims to be flexible, accessible and confidential for all students. Assemblies, PSHE lessons, staff language, classroom and corridor displays include themes where difference is celebrated, rights discussed and role models with SEND are promoted. Respect is shown for students who want to keep information about their SEND private.

#### **5.14 Working with other agencies**

The school works closely with parents to identify when external agencies need to be involved. An EHA is then opened and referrals made to the appropriate agencies with the permission of the parents. Regular meetings are held to support parents in providing for the needs of our students.

#### **5.15 Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of students with SEN**

For general information about SEND or to find out if the service can help you contact:

Lancashire's Information, Advice and Support Team [SENDIAS](#)

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)



- o [NSPCC](#)
- o [Family Action](#)
- o [Special Needs Jungle](#)

## 5.17 Contact details for raising concerns

Students or parents should contact [enquiries@colneprimet.co.uk](mailto:enquiries@colneprimet.co.uk) if they have any concerns.

## 5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.lancashire.gov.uk/childreneducation-families/special-educational-needs-and-disabilities/>

## 6. Personal Care

### 6.1 Seeking Parental Permission

Where there isn't an intimate care plan or parental consent for routine care in place, parental permission will be sought before performing any intimate care procedure.

If the school is unable to get in touch with parents and an intimate care procedure urgently needs to be carried out, the procedure will be carried out to ensure the child is comfortable, and the school will inform parents afterwards.

### 6.2 Creating an intimate care plan

Where an intimate care plan is required, it will be agreed in discussion between the school, parents, the child (when possible) and any relevant health professionals.

The school will work with parents and take their preferences on board to make the process of intimate care as comfortable as possible, dealing with needs sensitively and appropriately.

Subject to their age and understanding, the preferences of the child will also be taken into account. If there's doubt whether the child is able to make an informed choice, their parents will be consulted.

The plan will be reviewed twice a year, even if no changes are necessary, and updated regularly, as well as whenever there are changes to a pupil's needs.

### 6.3 Sharing Information

The school will share information with parents as needed to ensure a consistent approach. It will expect parents to also share relevant information regarding any intimate matters as needed.



## 6.4 Which staff will be responsible

All staff at the school who carry out intimate care will have been subject to an enhanced Disclosure and Barring Service (DBS) with a barred list check before appointment, as well as other checks on their employment history.

## 6.5 How staff will be trained

Staff will receive:

- Training in the specific types of intimate care they undertake
- Regular safeguarding training
- If necessary, manual handling training that enables them to remain safe and for the pupil to have as much participation as is possible

They will be familiar with:

- The control measures set out in risk assessments carried out by the school
  - Hygiene and health and safety procedures, including those related to COVID-19
- They will also be encouraged to seek further advice as needed.

## 6.6 How intimate care procedures will happen

Procedures will always be carried out with two members of staff present. Additionally, procedures will be carried out in the medical room.

Procedures will be carried out in a COVID-safe way according to the school's risk assessment and COVID-19 protocol.

When carrying out procedures, the school will provide staff with: protective gloves, cleaning supplies, bins and any other necessary equipment for each individual student requiring personal care.

For pupils needing routine intimate care, the school expects parents to provide, when necessary, a good stock (at least a week's worth in advance) of necessary resources, such as nappies, underwear and/or a spare set of clothing.

Any soiled clothing will be contained securely, clearly labelled, and discreetly returned to parents at the end of the day.

## 6.7 Concerns about safeguarding

If a member of staff carrying out intimate care has concerns about physical changes in a child's appearance (e.g. marks, bruises, soreness), they will report this using the school's safeguarding procedures.



If a child is hurt accidentally or there is an issue when carrying out the procedure, the staff member will report the incident immediately to our Designated Safeguarding Lead, Ms Marston.

If a child makes an allegation against a member of staff, the responsibility for intimate care of that child will be given to another member of staff as quickly as possible and the allegation will be investigated according to the school's safeguarding procedures.

## 7. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 8. Links with other policies and documents

This policy links to our policies on:

[Behaviour Policy](#)

Equality information and objectives

Accessibility Plan [Accessability Plan](#)

CPA local offer [CPA Local Offer](#)

The United Nations Convention on the Rights of the Child. Especially;

- Article 23 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.'
- Governments must do all they can to provide free care and assistance to disabled children',
- Article 28 'Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in Academy's must respect children's human dignity. Wealthy countries must help poorer countries achieve this'
- Article 29 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'

